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Hope

HOPE COLLEGE

HOLLAND, MICHIGAN 49423 / TELEPHONE (616) 392-5111

Volume No. 112

*a four-year coeducational liberal
arts college affiliated with the
Reformed Church in America*

Published July 1, 1978



HOPE COLLEGE CALENDAR 1976/77

Fall Semester (1976)

August 20, Friday
 August 21, Saturday
 August 21, Saturday
 August 24, Tuesday
 August 25, Wednesday
 September 6, Monday
 September 8, Wednesday
 October 15, 16, 17, Fri. - Sun.
 October 20, Wednesday
 October 20, Wednesday*
 October 25, Monday
 November 5, Friday
 November 5, 6, 7, Fri. - Sun.
 November 15-19, Mon. - Fri.
 November 23, Tuesday
 November 29, Monday
 December 9, Thursday
 December 10, Friday
 December 11-16, Sat. - Thurs.
 December 24, Friday
 January 26, Wednesday

Faculty Conference
 Residence Halls Open - 8:00 A.M.
 Freshmen Orientation Begins
 Registration; Formal Convocation (Evening)
 Classes Begin 8:30 A.M.
 Labor Day (Classes not in session)
 Last Day to Enroll for Credit; Last Day to Drop Courses
 Homecoming Weekend
 Mid-Term Grades Due in Registrar's Office 4:00 P.M.
 Fall Recess Begins - 5:20 P.M.
 Fall Recess Ends - 8:00 A.M.
 Last Day to Withdraw with a "W" Grade
 Parent's Weekend
 Registration for Spring Semester 1977
 Thanksgiving Recess Begins - 5:20 P.M.
 Thanksgiving Recess Ends - 8:00 A.M.
 Last Day of Classes
 Reading Day
 Semester Examinations
 Final Grades Due in Registrar's Office 12 Noon
 Incompletes from the First Semester not made up become an "F"

*Friday Class Schedule in effect.

Spring Semester (1977)

January 9, Sunday
 January 10, Monday
 January 11, Tuesday
 January 24, Monday
 February 16, Wednesday*
 February 21, Monday
 March 4, Friday
 March 25, Friday
 March 25, Friday
 April 3, Sunday
 April 5, Tuesday
 April 8, Friday
 April 11-15, Mon. - Fri.
 April 29, Friday
 May 2-6, Mon. - Fri.
 May 7, Saturday
 May 8, Sunday
 May 12, Thursday
 June 17, Friday

Residence Halls Open - 12 Noon
 Registration for New Students (DWCC 2:00 - 4:00 P.M.)
 Classes Begin 8:30 A.M.
 Last Day to Enroll for Credit; Last Day to Drop Courses
 Winter Recess Begins - 5:20 P.M.
 Winter Recess Ends - 8:00 A.M.
 Mid-Term Grades Due in Registrar's Office 4:00 P.M.
 Last Day to Withdraw from Courses with a "W" Grade
 Spring Recess Begins - 5:20 P.M.
 Residence Halls Open - 12 Noon
 Spring Recess Ends - 8:00 A.M.
 Good Friday; Classes Dismissed 12:20 P.M.
 Registration for Fall Semester 1977-78
 May Day; Classes Dismissed at 12:20 P.M.
 Semester Examinations
 Alumni Day
 Commencement
 Final Grades Due in Registrar's Office 12 Noon
 Incompletes from Second Semester not made up become an "F"

*Monday Class Schedule in effect.

May Term (1977)

May 9, Monday
 May 9, Monday
 May 27, Friday

Registration & Payment of Fees (Registrar's Office 8:00 - 12:00 Noon)
 Classes Begin in Afternoon
 May Term Ends

June Term (1977)

June 6, Monday
 June 6, Monday
 June 24, Friday

Registration & Payment of Fees (Registrar's Office 8:00 - 12:00 Noon)
 Classes Begin in Afternoon
 June Term Ends

Summer Session (1977)

June 27, Monday
 June 27, Monday
 August 5, Friday

Registration & Payment of Fees (DWCC 8:00 - 10:00 A.M.)
 Classes Begin (Abbreviated Schedule)
 Summer Session Ends

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HOPE COLLEGE AT A GLANCE

Over one hundred years ago, Dutch pioneers, seeking new opportunities in a young America, established an academy on the eastern shore of Lake Michigan. Battling hostile forces in an untamed land, they were sustained by a love of liberty and devotion to God that set the guidelines for their new institution. Today this school is Hope College, a distinguished and distinctive liberal arts, four-year, undergraduate college, affiliated with the Reformed Church in America. Its great religious heritage is expressed through a dynamic Christian community - students and teachers vitally concerned with a relevant faith that changes men's lives and transforms society.

The curriculum offers a variety of courses in 34 major fields. The College has long been known for outstanding pre-professional training. Each year many graduates go on to further study in the leading graduate schools here and abroad, or directly enter professions.

Hope College is fully accredited by the North Central Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the American Association of University Women, the American Chemical Society, the National Association of Schools of Art and the National Association of Schools of Music. It maintains membership in the American Council on Education, the Association of American Colleges, the American Association of Colleges for Teacher Education, the Michigan Association of Independent Colleges and Universities, the Great Lakes Colleges Association, and the Mathematical Association of America.

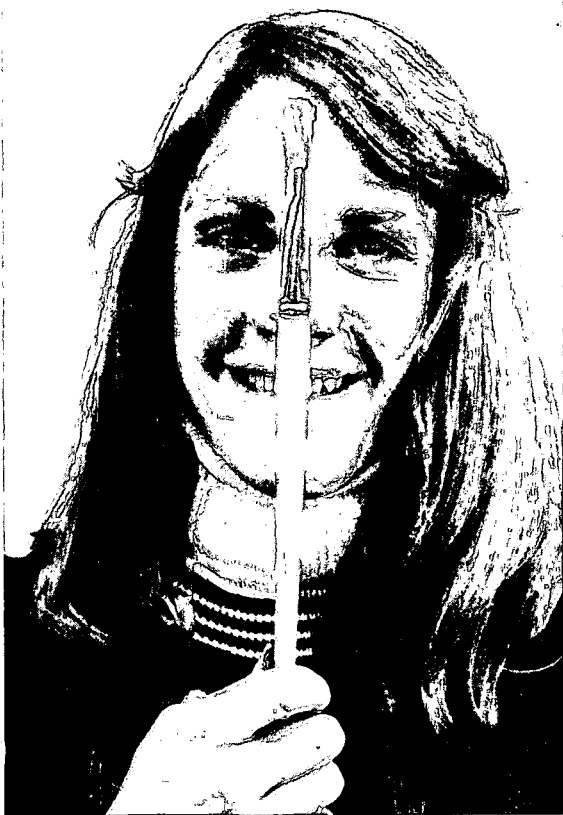
Hope is a member of the Michigan Intercollegiate Athletic Association and fields varsity teams for men and women in all 15 sports. An active intramural program is also encouraged.

As stated in its Articles of Incorporation, "Hope College admits students without regard to ecclesiastical affiliations, religious creeds, race, sex or national origin."





HOPE'S REASON FOR BEING



HOPE occupies a special place in the vast array of educational opportunities in the United States. It makes its contribution to the vitality and diversity of American higher education through the distinctiveness of its educational philosophy and program. For more than a century, Hope has cherished the conviction that life is God's trust to man, a trust which each of us is called to activate personally by an insistent concern for intelligent involvement in the human community and its problems.

Hope's reason for being is each individual student; its purpose is the growth and development of each student as a competent, creative, compassionate human being; its design is to provide full opportunity for the fulfillment of each individual student, not only for his or her self-gratification, but also for what he or she can give to others in service to God and man.

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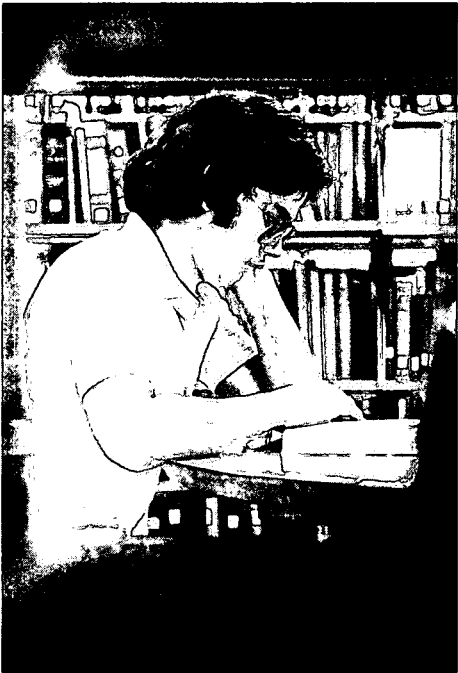
Hope holds that a vital faith is central to education and to life - that faith provides both the incentive and the dynamic for learning and living.

HOPE WELCOMES able young men and women of all social and economic levels. It is interested in students who sincerely seek to enlarge their minds, to deepen their commitments, and to develop their capacities for service.

HOPE PROVIDES an adventure in learning and living, not only for knowledge and wisdom, but for understanding, for meaning, and for purpose.

As a partner in this seeking fellowship, Hope students find a faculty of professionally distinguished scholars who have a genuine concern for the total development of

Hope's Reason For Being



8



Hope's Reason For Being

each student. Hope's finest teachers teach elementary as well as advanced courses. Independent work on a highly personal basis is encouraged.

Hope offers a well-equipped and friendly environment. Campus life centers around residence halls, which serve as social centers for meals and conversation, and provide congenial surroundings for students to learn from one another. The diversity of student backgrounds, geographic and ethnic origins, and personal interests adds variety and richness to the group living experience.

Many co-curricular activities and cultural events provide a variety of rich opportunities for learning and personal development.

HOPE PREPARES men and women who are persons in their own right - uncommon men and women who have a personal dignity based on intelligence, a sense of responsibility, and a deeply rooted faith. For more than a century, Hope has sent alumni to the four corners of the world - alumni who have enriched their professions and humanity far out of proportion to their numbers. Her graduates aim to go beyond specialization toward a synthesis of all learning into a life of meaning, purpose, and commitment.



HOPE PEOPLE . . . THE FACULTY

When describing an institution, the tendency is to focus on things which are quantifiable and easily measured, such as enrollment, campus facilities, and academic programs.

An equally important aspect of Hope College is the people who make up the college community. It is through diverse individuals, such as those featured in this section, that the vital nature of Hope's education is demonstrated.

The faculty is comprised of men and women of high scholastic attainment and of deep concern for the growth and development of students. Hope's faculty insures the quality education which has long been the hallmark of the College.

Hope's faculty members serve not only as teachers, but also as counselors, advisors, and friends to students. Outside the classroom, they contribute to the intellectual vitality of the campus through evenings with students in their homes, "bull sessions" in residence halls or in the campus coffee shop, essays in *the anchor* and many informal contacts with students.

Hope's faculty includes 140 full-time and 20 part-time members, drawn from 66 different universities and colleges. More than 75% hold completed doctorates or other terminal degrees. The student-faculty ratio is 15-1, assuring students excellent opportunities for learning interaction and personal contact with professors, especially within one's major field of study.

Faculty professional activity is encouraged and during a recent year, 97 books and articles were published by faculty members.



Hope People

"For me as a teacher at Hope, part of the liberal arts experience is my association with colleagues in other disciplines," says associate professor of theatre Donald Finn. "I think that's healthy. And I think it affects the way I teach."

"We are training people for the professional world. But more than that, we're trying to enrich lives, and give students a variety of possibilities for lifestyles."

Finn describes himself as a "ground-floor" person in the theatre department. He came to Hope when the discipline was part of the speech department and the performance theatre housed 90. Since then, theatre has evolved into a separate department with a full curriculum and faculty, the DeWitt Student and Cultural Center with its flexible 494-seat theatre was built, and an active program of performance, including a Summer Repertory Theatre, is now in existence.

"We have a very unusual program in theatre and dance at Hope. We have a developing program. We're well on our way to becoming one of the best," says Finn.

Finn says visiting professors of theatre are amazed by the fact that Hope's faculty and students get together often and that the lines of communication are open and free. "It's not that way in many places," he notes.

"We approach our discipline as professionally as anyone. We also strive to help students develop a sense of self. I don't know a student just in the classroom, I know him in terms of his total career at Hope."



Hope People



"So much of what I have learned in organ and music has been through trial and error and personal insight," says Roger E. Davis, associate professor of music. "I try to share these insights with my students and hope to save some of their valuable time. In my teaching I insist, from the beginning, on a disciplined and professional approach to organ study.

"Since I perform myself, I am aware of the problems involved in methods of practice and self-discipline. Learning to play any instrument is difficult and demanding and I think students are much encouraged

to know that even their 'old and experienced' teachers are still in touch with the same basic problems they are."

One of Davis' side interests is organ building and its history and design. "Even when I was a boy of fourteen I was captivated by the pipe organ — both its music and its construction. At sixteen I rebuilt an old 10-stop organ in my parents' basement for my practice. Before I attended Oberlin Conservatory, I worked for an Ohio organ firm for two years."

The hours he spends in his workshop, building now another organ for his home, not only provide personal enjoyment, but also have given him a first-hand and thorough understanding and command of the design and capabilities of the instrument. "I suppose you could say that I have a rather comprehensive knowledge of the organ," he notes.

Hope People

"It's difficult for me to divorce teaching and research. In my mind, they go hand in hand," says Dr. Allen R. Brady, professor of biology. "An essential aspect of our program in biology is the association of the professor with the student in the laboratory. Questions may be posed by the professor as well as the student and the laboratory is a good place for discussion. There is more time for explanations, and the student and professor are able to benefit from the one-to-one relationship."

Just as Dr. Brady works with students in their lab projects, several students each year work with him on his research — a systematic revision of the family Lycosidae, commonly known as "wolf spiders."

Dr. Brady's lab is filled with tens of thousands of wolf spiders, most of them dead and preserved in small bottles of alcohol. The most conspicuous spider is a live tarantula named Louise.



"I try to communicate to students the flavor and excitement of invertebrate zoology," says Dr. Brady. When once asked whether or not spiders were useful, he responded: "Not everything was put on earth to serve man."

Hope People

"As a teacher of the classical languages, I try to not only introduce the discipline to my students, but also try to share my interest and enthusiasm and show students that there *are* reasons to get excited about Latin and Greek," says Nancy Wheeler, lecturer in classical languages.

"The classical languages have influenced our lives in so many ways that we're not even aware of — not just our words, but our ways of thinking about government, religion, education, and literature."

Ms. Wheeler's special interests are often reflected in the courses that she teaches. She is presently studying Greek and Latin derivatives found in the English vocabulary. Several years ago, she initiated a course on mythology which has since become a very popular elective for students from several disciplines.

"I count on my own personal enthusiasm for the subject to sell the idea to students that Greek and Latin are far from 'dead' areas of study."



Hope People

"I teach basic skills and fundamentals. I like to see students use these to develop their own ideas," says Bruce McCombs, assistant professor of art.

McCombs is an active printmaker and displays his work in galleries located in a variety of cities in the U.S. "I guess I believe in the idea that if you produce art, then you must get it out and send it away."



In 1969 he began doing realistic prints depicting older models of automobiles, which has since become his identifiable style. "It started out as almost a jag," he says. "When I started, it was almost a counter-trend in art. Those were the days when Norman Rockwell was unmentioned in art circles. I think now at least some are coming around to thinking that it's not a 'dirty' thing to make something look like it is."

McCombs believes his students are quite oblivious to his style and feels that this is just as well. "If an instructor can get away with it, he should never show his own work to his students. They pick it up and think that's the only way things should be done."

Hope People

"I try to teach those things which will be useful and durable," says Dr. Barrie Richardson, professor of economics and business administration. "Usually, theory and principles are most durable. I then try to develop situations where students can apply these principles to some specific situation. This involves case studies, computer simulations, and actual projects involving area businesses."

One of Dr. Richardson's research interests involves the study



of human effectiveness in what he calls "the things we do." This includes the study of why some businesses and industries are successful, why some churches grow while others die, and why some nations survive. "It's basically a study of management," he says.

His interest in human effectiveness is also seen in Dr. Richardson's hobby — performing feats of mental magic. "Magicians start off with the idea that anything's possible and then use their imaginations to figure out how to accomplish

6 their ends. This is a very positive and creative way of thinking," he notes.

"In my teaching, I try to stress successful stories, and then have students try to find out why IBM or Xerox, for example, are successful.

"I try to set high minimal standards for students. The secret is to help them meet these."

Hope People

"As a teacher, I must teach factual knowledge and principles. In addition, however, I hope to be inspiring and to change some attitudes about psychology, science, and life," says Dr. Phil Van Eyl, associate professor of psychology.

"Like all members of my department, I am interested in getting students personally involved in study through participation in projects, research, and work experience.

"We are future-oriented," he continues. "We are always thinking of possible new ways in which students can be best prepared for the difficult task of tomorrow."



Dr. Van Eyl is currently doing research in urban planning and the effects of physical environment on behavior. For many years previous, his research centered on visual perception.

"I'm far more interested in applied research than I used to be," he says. "Faced with current environmental issues, I asked myself, 'What can I do?' My previous work seemed applicable to the urban planning issue. As we continue to run down our resources and as more and more people are crowded into small spaces, it becomes increasingly more important that we know what we're doing before we do it."

Hope People

"In any course that I teach, I would hope that an appreciation for literature is developed," says Nancy Taylor, associate professor of English. "I don't think this can happen unless the student thoroughly understands a work."

"In addition, I would want students to better understand themselves and the people around them. Through reading literature, one gains not only insights into an author, but also insights into one's self."

Ms. Taylor's main interests in literature are characters and methods of characterization, especially in the works of William Faulkner. "I am intrigued with Faulkner's characters as people," she says. This interest has led Ms. Taylor to undertake a research project which involves determining the complex genealogies of the four main families which appear throughout Faulkner's writings. She is also charting in which works specific characters appear, and in which works there are references made to them.

"No complete chart of all four families exists, and where charts are available, they are not always accurate," she notes. "My work should be helpful to Faulkner readers who want to 'meet again' a particular character they've 'discovered' as well as to readers trying to identify the numerous family members Faulkner alludes to."

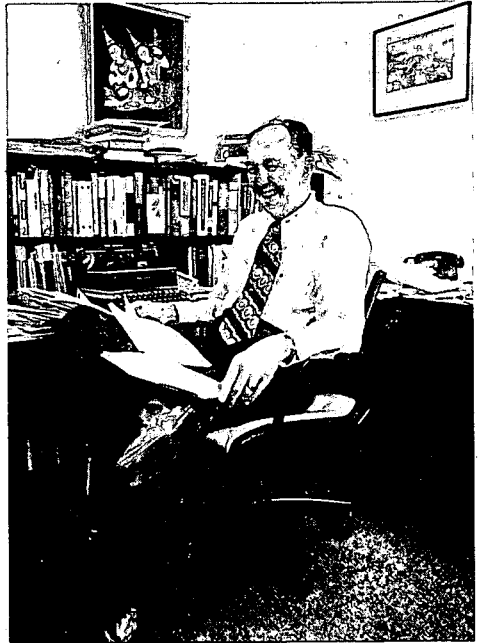


"I see my primary function at Hope to be teaching," says Professor of Political Science Renze L. Hoeksema. "A teacher must keep alive and current, but basically the emphasis must be on teaching."

In keeping with this philosophy, Dr. Hoeksema travels each summer to Harvard, where he received his M.A. and Ph.D. degrees. He spends most of his time there doing research to prepare for or update the classes he teaches at Hope, including international law and a seminar on the American Presidency.

Dr. Hoeksema's teaching is also enhanced by his prior experiences as a U.S. Foreign Service Officer. He estimates he has been around the world about a dozen times. "I can spice up a classroom lecture with some of the experiences I've had in foreign countries, including Australia, the Philippines, Pakistan, India, Laos, South Vietnam, and Thailand.

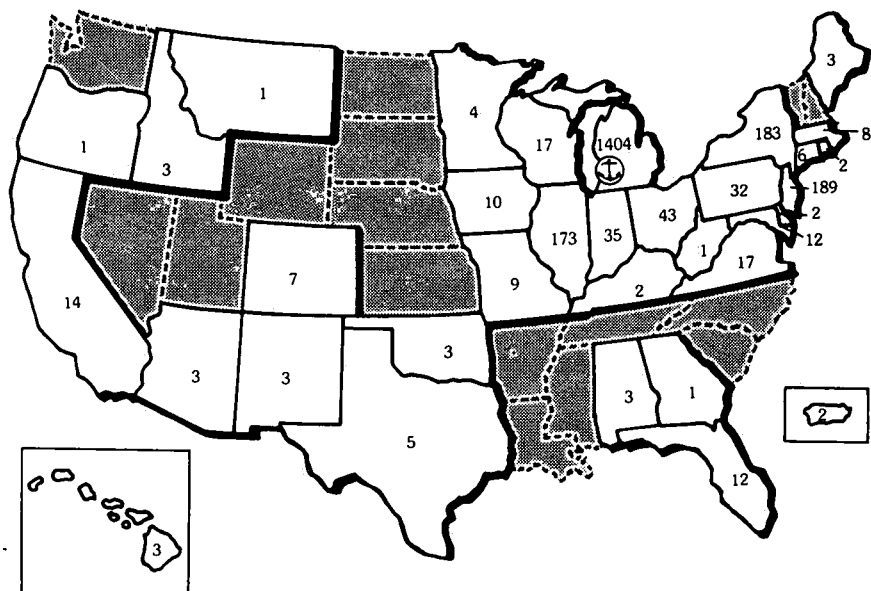
"I think we have a very solid political science department at Hope," he says. "I always tell my students that if they do well at Hope, they can do well anywhere."



HOPE PEOPLE . . . THE STUDENTS

Hope's student body is comprised of over 2,200 individuals, representing 34 states and 22 foreign countries. Approximately 50% are from Midwestern states, 30% from the Eastern Seaboard, and 20% from the West, South, and foreign nations.

1975-76 GEOGRAPHICAL DISTRIBUTION OF STUDENTS



FOREIGN COUNTRIES REPRESENTED

Austria (1)	Ethiopia (2)	Hong Kong (1)	Jordan (1)	Nigeria (1)
Canada (4)	France (2)	Indonesia (1)	Malaysia (3)	Peru (2)
Colombia (2)	Germany (3)	Iran (4)	Mexico (5)	Qatar (12)
Cuba (2)	Greece (1)	Japan (10)	Netherlands (1)	Rhodesia (2)
				Saudi Arabia (1)
				Spain (1)

Hope People

"At times Hope seems like it's an isolated little world, with no escape. Sometimes I have to get away, especially before exams, yet I still refer to Hope as 'home.' It's like I can't wait to leave, but I'm always anxious to come back. I think it's the warm and secure feelings that can be developed on a small campus.

"The most impressive thing about Hope to me is the student-professor relationship. Professors are willing to work with you as an individual, rather than a number. If you have a problem they are willing to have you call

them at home. I have gone to dinners and gatherings at their homes. By having this close student-professor relationship I can consider some as friends first and teachers second. Hope requires a lot of hard work academically. There are times when you have to put leisure time aside and hit the books.

"As a Black student on a campus of this type, I found it hard to adjust to being in the minority. It was like experiencing a cultural shock, but I adjusted, and as a result find myself growing to love it here.

"Since I am the type of person who likes to keep busy I became involved in various activities on campus. There is an old saying that goes: 'There's something for everyone,' and that's what I found at Hope. It takes an effort on your part first, and then you can enjoy yourself that much more. To me Hope is a college where your academic life comes first and your social life second. I have found this out and enjoy Hope more each day."

*Jo Ann Gonder '77
Kalamazoo, Michigan*



Hope People

"As a senior, looking back on my four years at Hope, I'd have to say that what stands out the most during my 'Hope Experience' is the people of Hope College. I am amazed, when I think about it, by the number of Hope College professors that I know on a personal basis. Counting them all up, I am acquainted with at least one professor from each department on Hope's campus -



something I know I could not do elsewhere. These distinguished people are one dimension of my Hope experience; what has made my experience special is the students of Hope College. I can't even begin to list the ways I've met Hope students - intramural sports, the college radio station, classes, the dormitory, my fraternity house . . . regardless of where I met them, Hope students, in my estimation, all add up to one fantastic student body.

"Finally, as student representative for the class of 1976 to the Alumni Board, I have been most fortunate to have met a number of Hope graduates - people out there who were once in here. I have been impressed with the quality and spirit of the Hope graduate. In one month, I, too, will be an alumnus of Hope. I am excited about next year - graduate school at the West Coast - but pleased with my four years of the 'Hope Experience.' "

Jim Stegenga '76
Sacramento, California

Hope People

"In the nearly three years I have spent at Hope, one of the aspects of the college that has impressed me most is the opportunity for extensive student/teacher interaction. One factor contributing to this, I'm sure, is the relatively small size of many classes - particularly upper level ones. Regardless of whether or not smaller classes are directly more conducive to learning (and I am of the opinion that they are), it



is clearly the case that smaller classrooms provide a greater opportunity to come to know one's professors well. And this, I would argue, greatly increases opportunities to learn. It has taken me a regrettably long time to come to the very important realization that most of the professors here are open to and, indeed, welcome the chance to meet with students outside of class - at their offices, over a cup of coffee at the Kletz or, more frequently than might be expected, with an entire class at their own homes. Individual, 'Independent Studies' with one or more faculty advisors are common, easily arranged, and provide yet another chance for intensive intellectual involvement. Although most relationships with profs remain primarily academic, I have seen several instances in which bona fide friendships have developed, and many students continue to correspond with professors long after graduation. I have been fortunate enough to come to know several of the history professors quite well, both by being an assistant to one of them for one semester, and through my activities as president of Phi Alpha Theta, the History Honors Society, which consists of both students and faculty members. Judging from what I have seen and heard of other colleges and universities, Hope is somewhat unique in this very important aspect of college life."

Kay Gouwens '77
Prospect Heights, Illinois

Hope People

"While hanging around in the hallway of my senior year of high school, the Eastern admissions recruiter cornered me and we talked about Hope. I took a year off from school after graduation, but when I was ready to go back I found myself at Hope - it was the only college catalog on my shelf. And, I admit, I like it here. The school is small enough so you don't lose your identity, far away from home so you can avoid your parents, and strange, but everyone says 'hi' to you, quite unlike the swamps of Jersey. I want to be a writer, for which my Communications major will be helpful, and surprising, too, faculty members actually become your friends. The city of Holland also supplies a great deal of education unwittingly, which



I've tried to saturate by getting a job downtown, living off campus, and staying here over the summer to swim in Lake Michigan and view the phenomena of Tulip Time. I realize how important a good social scene is to any college, so let it be know we've got a good one. All this and you don't even have to be Dutch - I'm a Welchman."

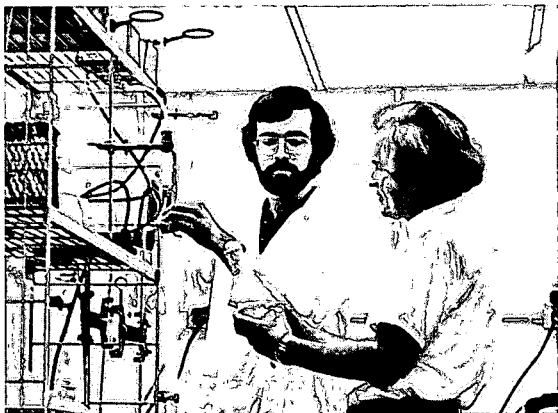
*Kenneth Lobb '77
Flemington, New Jersey*

Hope People

"Hope's reputation as a good pre-med school first brought me here and that reputation is easily justified, but Hope is more than a science school. College requirements have introduced me to areas I'd never been exposed to before, and even with all the requirements, there is still enough flexibility to pursue other interests.

"The quality of instruction is generally excellent, but what I like best about Hope are the opportunities available outside of classes. You can get into Student Congress, as I did my first two years, work for Hope's radio or newspaper, play varsity sports, or do social work with one of the groups on campus. One semester I worked in the Upward Bound program as a science instructor for high school students.

Last summer I worked on a project to isolate an enzyme from plants and had a chance to do similar research in the U.S. Department of Agriculture through Hope's Washington Semester Program. Instead, I opted for an apprenticeship with a local physician which one of my professors helped secure.



"If none of the many existing programs satisfies your interests, there's always a faculty member willing to help out or get involved with your ideas. In addition to academic counseling and individual help with classwork, a few professors, as friends, have helped many students, myself included, with personal problems. This close relationship to faculty and the many opportunities available complement the classroom instruction and make the educational experience more exciting and meaningful. What makes Hope special is that these are readily available to any student with enough initiative to take advantage of them."

*Brent Upchurch '78
Midland, Michigan*

Hope People



"When I arrived at Hope College from Germany last August I was not at all certain of what I would find. I had many expectations and preconceptions in my mind. Eventually most of them turned true in a very positive way. My biggest fear was 'How will I be accepted and be a part of this community - Hope College?' Thanks to the people attending Hope, this fear was taken off my shoulders in a very short time.

"Academically, as well as socially, I received a great deal of support from students and professors. I plan to major in chemistry and/or biology and I was highly impressed by the

many doors which were opened in a hospitable way. However, I soon discovered that being a student at Hope involves more than working in a laboratory and reading books. I discovered that in contrast to studying in Germany, my life at Hope included many exciting extra-curricular opportunities. For me, one of the highlights of the past year was being asked to join a very cosmopolitan fraternity. Being accepted as one of their brothers opened the way to many new friendships and social activities.

"Even though I am looking forward to spending the summer with my family and old friends in Germany, I am anxious to return to another exciting year at Hope."

Matthias Scheer '79
Hamburg, Germany

Hope People



"Three words describe my feelings toward Hope - I LOVE IT! Being a transfer student I didn't know what to expect, but all my fears were laid to rest almost as soon as I set foot on campus. The campus is beautiful, the people are friendly and helpful, the classes are tough (what else?), and the professors are fantastic!! Something I like about Hope is that the professors don't place themselves on an upper plane; you're able to get help and work on experiments with them. There are always things to do - both cultural and social. There are speakers, dances, plays, recitals,

entertainers and (how could I forget?) the traditional events such as Nykerk, the Pull, Homecoming. Hope offers so much to all types of people - there's something here for everyone. I could go on forever about the things I like about Hope, but it can be summed up by saying that I love it here and wouldn't want to be anywhere else!"

*Sharon Adcock '78
Alpena, Michigan*

Hope People



"Hope College is a unique educational experience, one which offers a wide spectrum of opportunities to develop, more than just academically. Involvement is promoted in every sphere of human experience: social groups, religious fellowship, clubs for all interests, athletics. At Hope, I've enjoyed participating in sports on all levels from intramurals to intercollegiate football and lacrosse. And the thing that made it special for me was the wholesome atmosphere where things are kept in perspective. Athletics was fun, but also helped me develop physical skills and a mature outlook on myself and

others. That's what has been so meaningful for me: the whole person is educated. As an athlete, student, and person, Hope has been for me a very humanizing experience."

*Tim Van Heest '76
Delmar, New York*

Hope People

"An opportunity to study abroad attracted me to Hope College. I am a French and economics major and was very interested in the Grenoble, France program. I spent a fantastic year in France, learning the language, studying the culture first-hand, and being so well situated geographically to be able to do extensive traveling. I loved my year abroad and it made me more aware of myself, our culture, and also how Hope College had helped me to grow as an individual. One can easily establish an identity at Hope because of the size of the campus, you are not just a number. There are so many opportunities to become involved in the Hope community. I am involved in a sorority and I am a student aide to the professors in the business administration and economics department, and work on various other projects. Classmates, professors, and administrators greet you by name, giving the campus an atmosphere of friendliness, sincerity, and caring. Hope has not only been an excellent educational experience, but also a pleasant introduction into the opportunities of life."



*Alison Wear '76
Grosse Pointe Woods, Michigan*

HOPE PEOPLE . . . ADMINISTRATION & STAFF

More than 60 individuals with a variety of academic, business, counseling, and service skills make up the Hope administration. Some are "behind the scenes" people who insure the operations of the College. Many work directly with students to provide services and fulfill needs.



Dr. Gordon J. Van Wylen became the ninth President of Hope College on July 1, 1972.

Hope students have come to know Dr. Van Wylen as an individual with an active interest in student life. He strives to keep the lines of communication open between his office and the channels of student opinion and thought.

In addition, Dr. Van Wylen and his wife, Margaret, are committed to becoming acquainted with as many Hope students as possible.

"One of the great joys of being at Hope College for my family and me is that our home is right on campus," says Dr. Van Wylen. "This is especially appropriate at Hope, where

strong personal relationships between faculty and students are of vital importance. But our living on campus is much more than just a symbol, for it provides many opportunities for us to meet, to know, and to entertain students."

Through this "open door" policy of the President's home, many students have come to know Dr. and Mrs. Van Wylen as warm and committed Christian persons. For example, many students drop by for a study-break party during exams week, where conversation and refreshments provide a relaxing interlude in study schedules.

"We invite all prospective students to discover and participate in Hope College, where such personal relationships abound."

"I love being with students and being part of student life," says Mrs. Charlotte Wierenger, head resident at Phelps Hall. "I thoroughly enjoy having students just run in to see me at my apartment in Phelps. Quite often, they come in to discuss some small matter, but sometimes this gives us the chance to talk about more serious things."

"Mrs. W.," as she is affectionately known among students, admits that she sometimes fulfills the image of the proverbial old woman who lives in a shoe: "Sometimes, I do provide somewhat of a mother-image for students. And I don't mind that a bit! — just as long as they don't start calling me grandmother!" she promptly adds.

Mrs. Wierenger held several professional positions before she came to Hope nine years ago, but feels her best qualification for her present work is the fact that her own four children all attended college. "I know the kinds of difficulties and stresses a student faces," she notes.

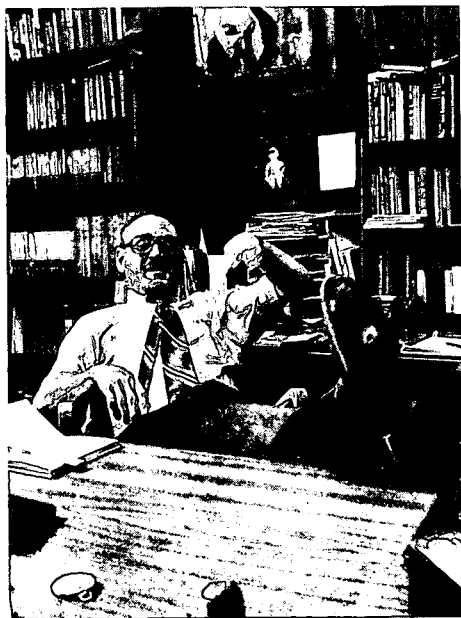
Mrs. Wierenger is a plant lover, an avid reader, and enjoys doing needlework and attending musical programs and concerts. She is also a driver for the College's health clinic, providing transportation to physicians' offices for students who need medical attention. "I have gotten to know many students very well through this activity," she says. "When students aren't feeling well, they really need someone who can give them a little sympathy and understanding."



Hope People

"I guess the preacher's house in which I live is a fairly conservative and traditional house," says William C. Hillegonds, College chaplain. "But the house has windows in it that are open to what's happening in books and the world of the newspaper and the latest musing of the Holy Spirit.

"I also see many students in my office. Most of them are struggling with the 'Who am I?' question. Many of them want to be reminded directly and honestly that they are worthwhile people . . . people with gifts the world can use somewhere."



In addition, several years ago Hope students and Chaplain Hillegonds organized a broad program for Christian involvement on campus and in the Holland community.

"We have tried to put together a program that is not imposed upon students," says Chaplain Hillegonds. "We like to think that it is more custom made than packaged without the customer in mind. We seek to meet needs without sacrificing our integrity or by-passing completely what experience teaches. We assume that after all the answers are in, there are still many questions to be asked."

"Another thing we try to do with respect to Christ is to say not only that He is good or that what He said was right or that what He did was indispensable to man and woman and the world's healing. We also try to make Him come down the road as an exciting person—vibrant and completely in love with life. We try to give students the idea that He wasn't unfamiliar with laughter and that if He wore a gray robe, He certainly had a red tie to go with it."

Hope People

"I see myself as an educator — an educator in a non-classroom setting, dealing with students on a one-to-one basis," says Sarah Schendel, counselor. "Counseling is another way of teaching, more individual and personalized."

"Most students who come to see me are dealing with some sort of developmental task. Usually what they need is an understanding relationship plus some information. What seems to be a crisis becomes a real chance to learn — about themselves."

Ms. Schendel is active on campus, taking a class every semester, involved in sports and recreation activities and musical



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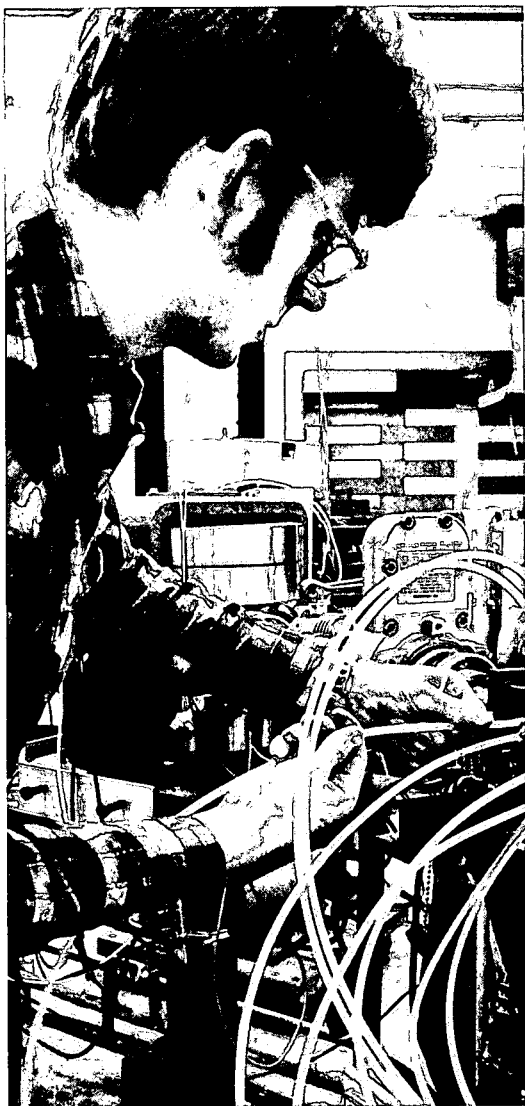
performances, and having served for three years as a dormitory head resident. "My campus activities have provided me with delightful opportunities to know students in other capacities," she says. "In this way, I see people in many ways, not just in a problem orientation setting. Sometimes, this perspective has helped the student and me to better work out their developmental tasks."

FOUNDATION FOR ACHIEVEMENT

Hope has long been recognized as a leading educator of individuals who have gone on to achieve distinction in their chosen professions. Over the past six decades, Hope has had a distinguished record of excellence in pre-medical and pre-dental education. Among Hope's graduates are included such distinguished academic leaders as college, university, and seminary presidents and professors, noted religious leaders, and respected political and business leaders.

In a variety of studies conducted over the past 20 years, Hope was ranked first in Michigan, on the basis of enrollment, in the undergraduate preparation of men entering the scholarly professions (*The Younger American Scholar*).

Hope was included in an evaluation and analysis of the productivity of colleges and universities in a recent issue of *Science*, the journal of the world's largest science organization. In "Social Origins of American Scientists and Scholars," Kenneth R. Hardy, professor of psychology at Brigham Young University, replicates the results of earlier studies, indicating that mid-western protestant colleges have excelled in the production of Ph.D. scholars in all fields studied - physical sciences, social sciences, education, and arts and professions. In both periods studied (1920-39 and 1950-61), Hope ranked among the top 60 colleges and universities in the proportion of its graduates who obtained the Ph.D. Combined data from both of these time periods place Hope among the top 2-3 per cent of American colleges for these years.



Foundation For Achievement

Another study placed Hope seventh in the nation in the percentage of scientists produced from its enrollment who become "starred" entries in *American Men of Science*. A publication of the American Chemical Society, entitled "Baccalaureate Origins of Eminent Chemists," ranked Hope in 1971 as third in the nation among the coeducational liberal arts colleges in the production of "eminent chemists."

In 1975, Hope was the only strictly undergraduate college in the country to receive three separate Undergraduate Research Participation grants from the National Science Foundation. Hope is one of only seven colleges in the country to partici-



pate in the George F. Baker Scholarship Program for students of economics and business administration, and Hope's program has been evaluated as the finest of these. Hope is one of approximately 150 schools in the nation and the only non-public institution in Michigan to be honored with the chartering of a chapter of Pi Sigma Alpha, the honor society for political science majors. Moreover, Hope is one of three private colleges in Michigan which belongs to the National Association of Schools of Music, and the College's art department is accredited by the National Association of Schools of Art.

Nearly one-half of Hope's graduates enter graduate schools to pursue advanced training for careers in medicine, science, business, education, economics, the humanities, psychology, and all areas of the performing and fine arts. Many of these graduates have received national awards for advanced study in fields as diverse as

Foundation For Achievement

chemistry, psychology, history, English, American Studies, and Byzantine Studies.

CURRICULUM Hope's educational program offers a variety of courses in 34 major fields. Throughout this educational program, Hope is concerned with developing intellectual discipline and a fellowship in inquiry. (See "The Degree Program," page 84 and departmental listings in "The Curriculum," beginning on page 114.)

For students with unusual academic maturity, several challenging programs have been designed, including honors courses in the freshman and sophomore years, and independent and tutorial study during all four years. (See "Programs for Talented Students," page 103.)



36 Research opportunities for students in all disciplines are available both on campus and off. Cross cultural and Language programs at GLCA member colleges permit Hope students to study many foreign cultures and languages both in this country and abroad.

THE HOPE COLLEGE SUMMER SESSIONS ON CAMPUS Hope offers three-week May and June Terms, each for intensive study of one subject, and a six-week regular summer program in late June and July. (See "Academic Sessions," page 103.)

DOMESTIC OFF-CAMPUS PROGRAMS Students may enroll in area and language programs at GLCA member colleges, or pursue the arts, government, and urban studies at several locations in the United States. (See "Special Academic Programs," page 103.)

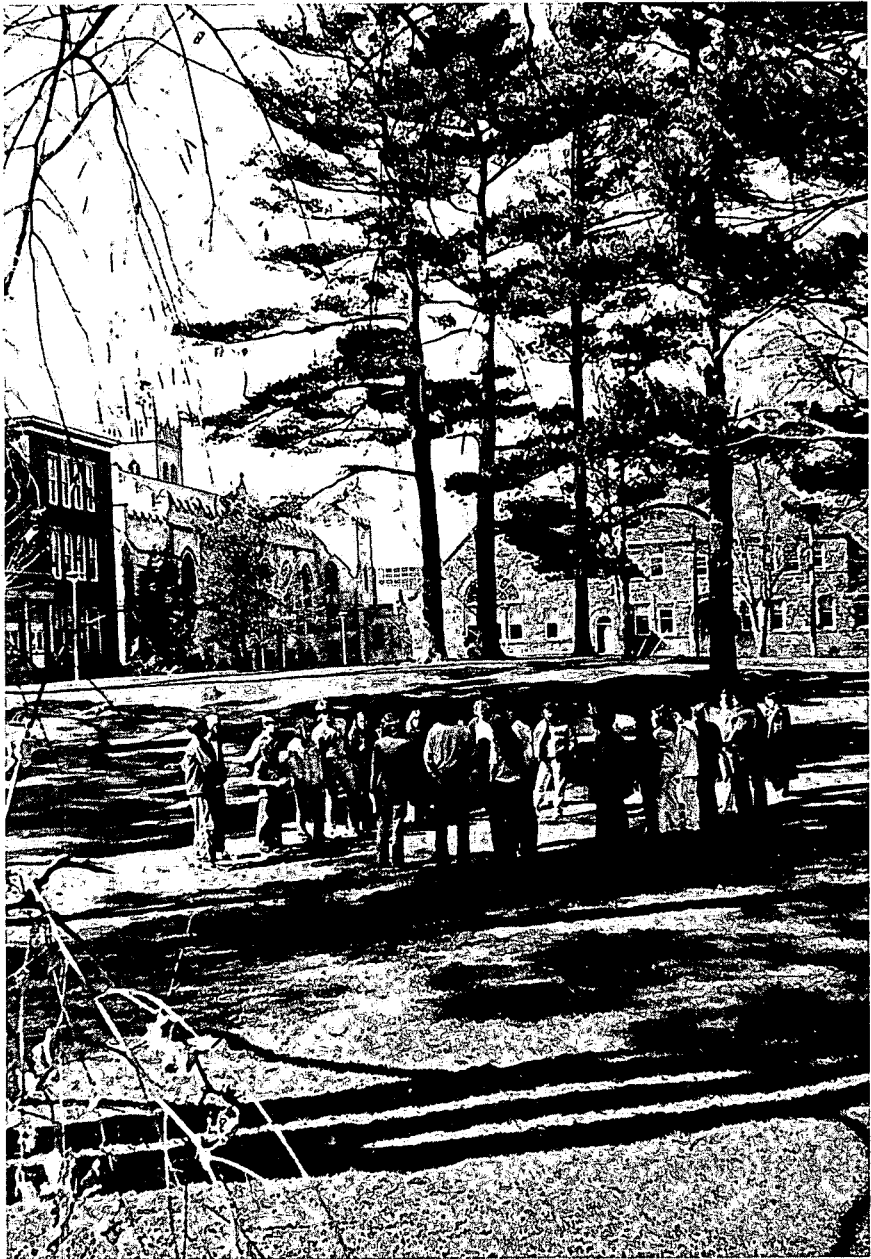
Foundation For Achievement

INTERNATIONAL EDUCATION The scope of the College's involvement in international education is broad, offering many opportunities to students. Hope College believes that through exposure to a foreign society, students can expand knowledge of their own cultural heritage, gain facility in a foreign language, and achieve new perspectives on America and on their own individual identity. (See "Foreign Study Opportunities," page 108.)

SCHOLARSHIPS, HONORS, AWARDS Hope's aim is that all deserving students who desire to attend Hope may do so, regardless of their economic resources. A three-fold student aid program has been developed, which includes scholarships and grants-in-aid, loans, and a privately funded Work-Study program. (See "Financial Aid to Students," page 72 and "Honors and Awards," page 292.)



THE CAMPUS

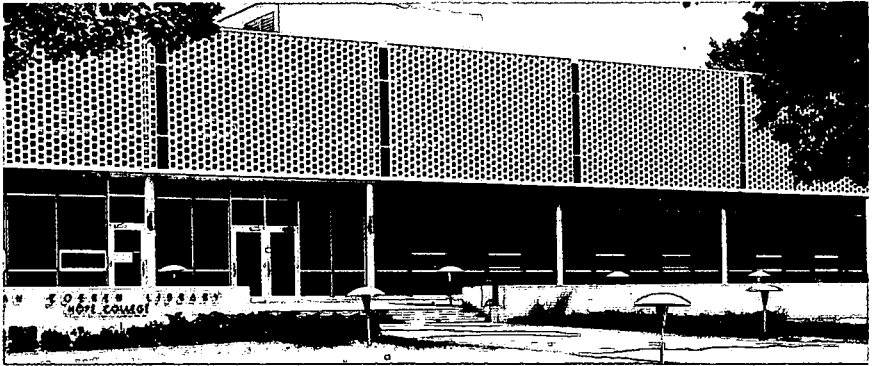


The Campus

Hope College is situated in a residential area two blocks away from the central business district of Holland, Michigan. Holland is a community of 28,000, which was founded in 1847 by Dutch settlers. Located on Lake Macatawa and approximately five miles from beautiful Lake Michigan, Holland has long been known as a summer resort area. The community also offers winter sports recreational programs.

The center of Hope's main campus is the Pine Grove, a picturesque wooded area around which the College's original buildings were erected more than a century ago. Nearly all of the campus lies within two blocks of the Pine Grove.

Campus buildings offer a pleasing blend of old and new architectural styles.



VAN ZOEREN LIBRARY, gift of alumnus Dr. G. John Van Zoeren, serves as a resource center for the academic pursuits of the college community.

The main floor contains the Reference Desk, card catalogs, periodical indexes and abstracts, reference collection, and Hope College publications. (For location of other books, periodicals, and microfilms - all arranged by the Library of Congress classification system - consult the library directory found on each floor.) The second floor has the Van Zoeren Memorial Room, the Archives, and the office of the Director of Libraries. The ground floor includes the seminar rooms, typing facilities, Carley Room for film viewing, VanderBorgh Memorial curriculum library and instructional materials center, and Heritage Room.

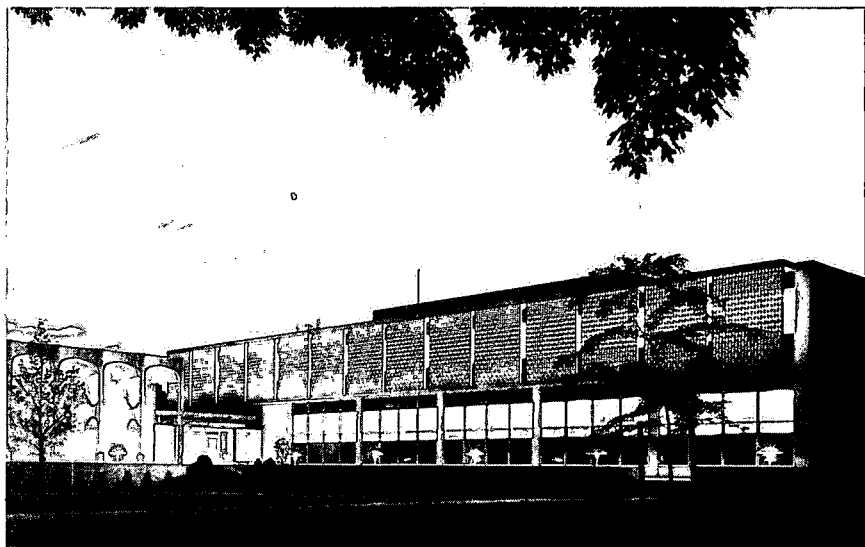
BRANCH LIBRARIES are located in the Peale Science Center and the music building. Each of these has its own separate catalog in the branch as well as being included in the main catalog of the Van Zoeren Library.

The three libraries provide the students and faculty a selective collection of books, periodicals, microfilm, and related materials. They now contain more than 170,000 volumes, approximately 1,300 current periodical subscriptions, 1,000 cassette tapes, and over 5,500 reels of microfilm all classified and shelved together on shelves open to all users. The Reference Department on the main floor contains works which locate millions of books and periodicals obtainable from other institutions through interlibrary loan (inquire at the Reference Desk). Other libraries in the

The Campus

community available to Hope College students are the Herrick Public Library, with 140,000 volumes, and the Beardslee Library of Western Theological Seminary, with 63,000 volumes.

THE ARCHIVES is the repository for documentary, photographic, and other materials of historic value to Hope College. The Archives, housed on the second floor of the Van Zoeren Library, is available to scholars interested in the history of the college.



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PHYSICS-MATHEMATICS HALL, completed in 1964, has two general physics laboratories, one advanced physics laboratory, a radiation laboratory, an electronics laboratory, four project rooms, darkroom, machine shop, mechanical equipment rooms, conference rooms, library, classrooms, and offices. Two large lecture halls are joined to the main building by a glass-enclosed lobby. Special facilities include electronic calculators, multichannel analyzer, a two million volt accelerator, and a Sigma 6 computer system with remote terminals.

THE COMPUTER CENTER, in Physics-Mathematics Hall, houses a Xerox Sigma 6 Computer System which serves the data processing needs of the entire campus. In a number of academic programs, the computer has become an indispensable tool for both teaching and research; it is used by students in the arts, humanities, natural and social sciences.

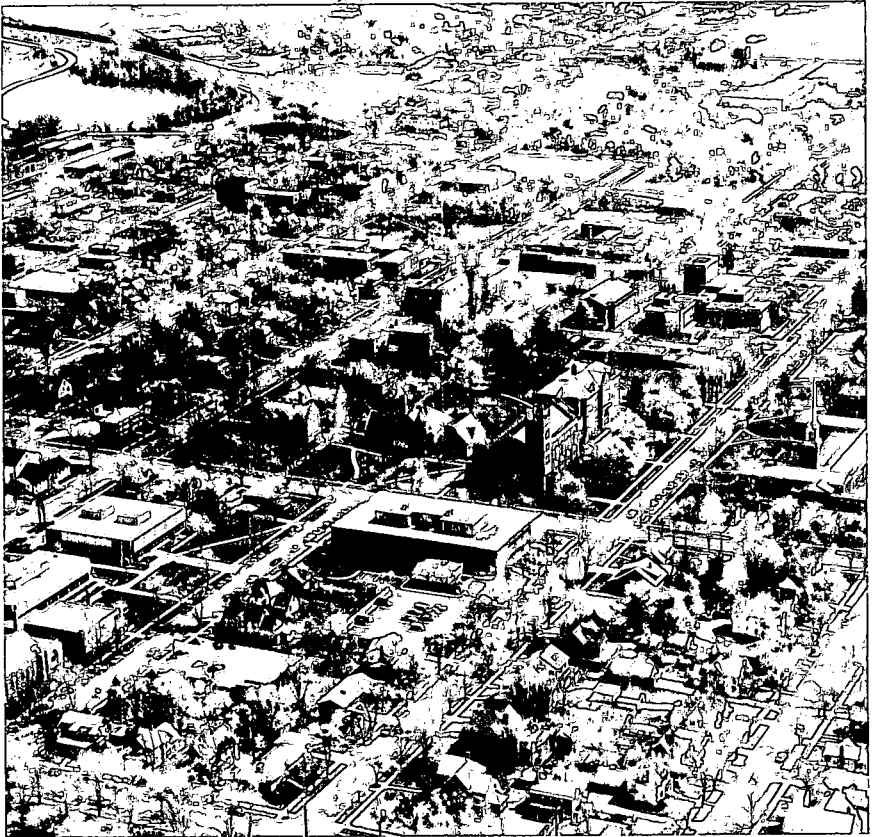
GRAVES HALL, built in 1894 and remodeled in 1962, is a beautiful stone building used for classrooms, Language Center, and language laboratory equipped with 72 stations for foreign language study. The Sociology department, student offices and the Henry Schoon Meditation Chapel occupy the ground floor.

The Campus

CARNEGIE-SCHOUTEN GYMNASIUM has facilities for the intramural and intercollegiate sports program. In addition to the main playing floor, there are two handball courts, lockers, shower rooms, faculty offices, and several smaller rooms for corrective exercises. The football fields, baseball and softball diamonds, and rubber asphalt running tracks are a few blocks east of the main campus at Van Raalte Athletic Field.

THE RUSK BUILDING houses studios and offices for the art department. The remodeled, three-story, 43,000 square foot factory was acquired in 1969 through a gift from the Dewey D. and Hattie Batjes Foundation of Grand Rapids, Mich.

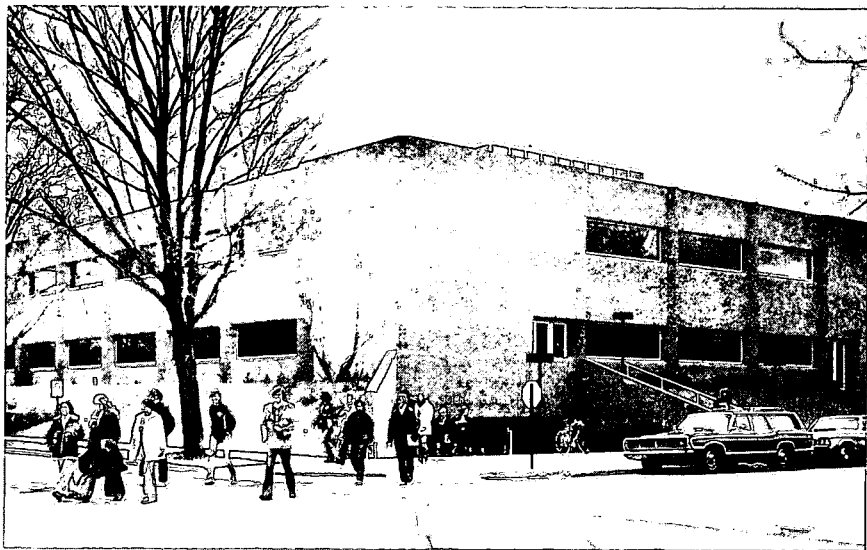
LUBBERS HALL - The former science building has been remodeled into a center for the humanities and social science departments. It houses the departments of communications, economics and business administration, English, history, political science and religion as well as the audio visual department. The center has been named in honor of Dr. Irwin J. Lubbers, President Emeritus of Hope College.



The Campus



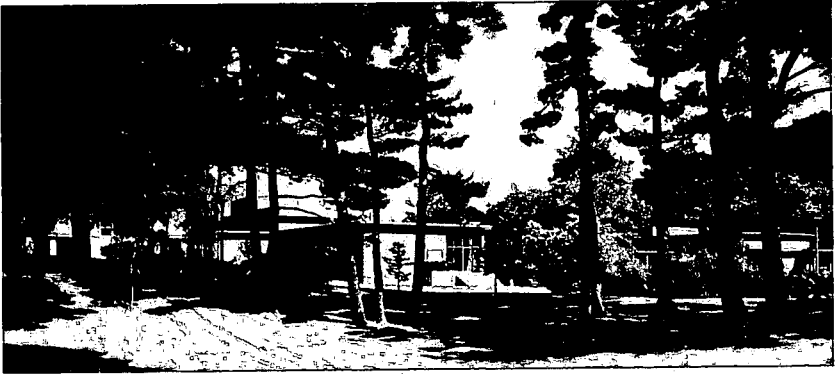
THE DE WITT STUDENT AND CULTURAL CENTER opened in the Fall of 1971. The Center includes a modern educational theatre, art galleries, bowling alleys, lounge, snack bar, study areas, and the Hope-Geneva book store.



THE PEALE SCIENCE CENTER, completed in 1973 at a cost of \$3.6 million, houses the departments of biology, geology, chemistry and psychology. The building contains laboratories, lecture halls, a museum, greenhouse, aviary and a library-instructional resources center.

The Campus

NYKERK HALL OF MUSIC AND SNOW AUDITORIUM, constructed in 1956, provides modern facilities for the College's rapidly expanding music program. The Hall has seven teaching studios, fourteen practice rooms, two classrooms, offices, record library, and three listening rooms. Snow auditorium has a seating capacity for 200 persons. The Wynand Wichers addition to the Nykerk Hall of Music, constructed in 1970, includes nine practice rooms, eight studios, a large library, and another small auditorium, holding about 225 persons.



LIVING ACCOMMODATIONS - Most of Hope's 2,100 students live on campus, except those residing with their parents or who are married. Residence halls are shown on a map of campus on page 297. Other students enjoy the home-like-atmosphere of the twenty cottages - see "Services," page 47.

OFF-CAMPUS FACILITIES - Marigold Lodge on Lake Macatawa's scenic Gold's Point is used for a Conference-Education Center. Anchored at Gold's Point is the College's 35-foot cruiser, "Hope I," used by the natural sciences and for interdisciplinary marine studies.

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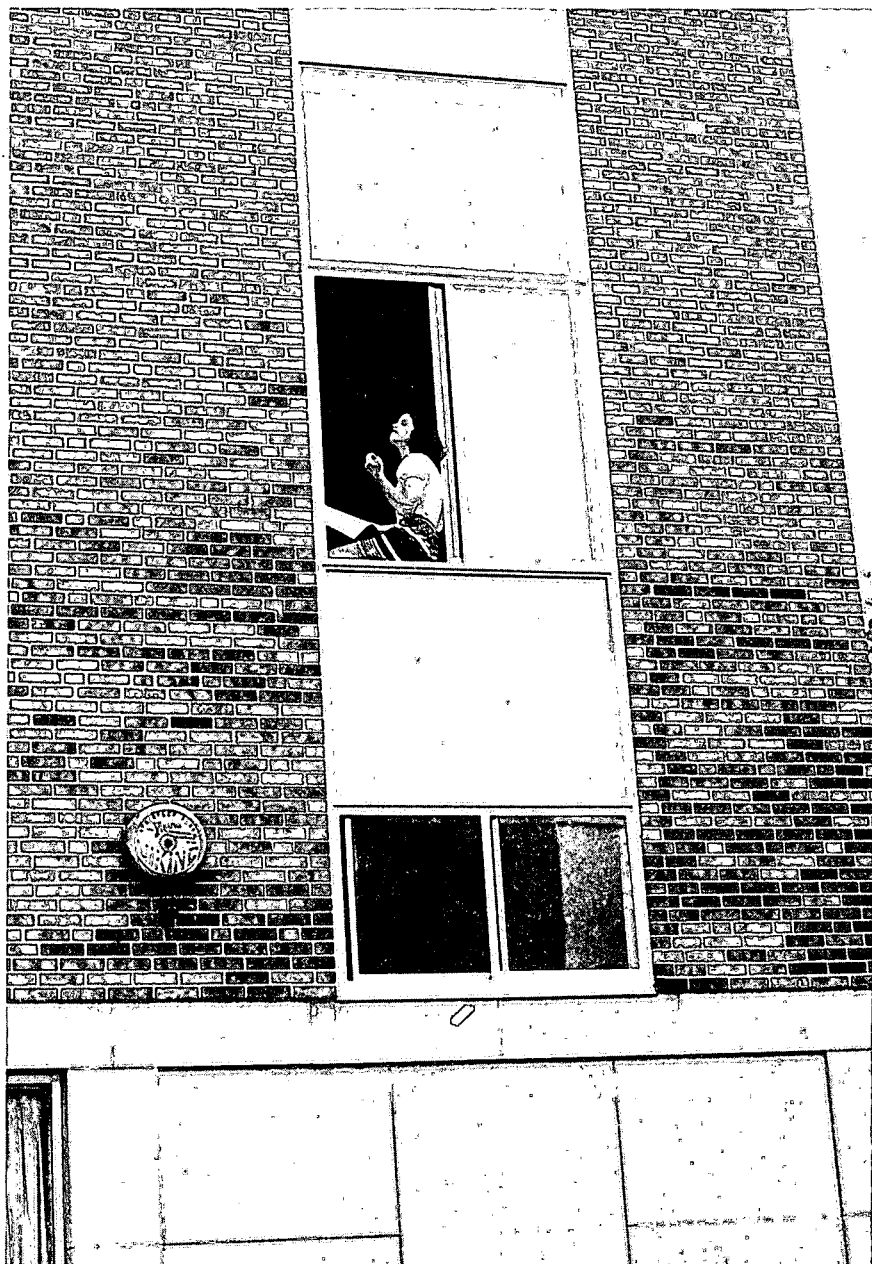
A 35 acre biological field station is located within a ten-minute drive of the main campus.

THE CAMPUS GROWTH PLAN - Hope College is actively involved in a campus development program.

The Build Hope Fund, launched in October, 1972, is an \$8,850,000 fund-raising effort designed to complete the College's campus facilities program, increase endowment for scholarships and faculty salaries and supplement academic programs.

One of the major goals of the Build Hope Fund is the construction of a \$3.2 million physical education center. Ground-breaking for this facility is expected to occur in the fall of 1976.

The Build Hope Fund, when completed, will provide Hope with the basic physical facilities needed for the foreseeable future and will enhance the continued financial stability of the College as she endeavors to fulfill her mission in Christian higher education.



CAMPUS SERVICES

The pages which follow describe some of the formal services which the College makes available to its students to assist them while they are a part of the college community. Members of the faculty and staff stand ready to aid students whenever possible.

ACADEMIC ADVISING

Each student is assigned a faculty advisor who will assist in selecting an appropriate schedule, discuss academic progress and future direction, and be of assistance when the student faces academic questions or difficulties.

Faculty advisors are initially assigned, whenever possible, on the basis of the academic interest an incoming student expresses on his application for admission. Unless the student requests a change in advisors, this advisor will continue until the student declares a "major" or field of academic concentration. Upon approval of his application for a major, the student is reassigned an advisor by the chairman of that department.

Changes in faculty advisors may be initiated through the Registrar's office prior to declaring a major, and through the department chairman after the student has been accepted as a major. The academic advising program is under the direction of the Registrar.

ACADEMIC SKILLS CENTER

This service is designed to help students improve in study skills, reading rate and comprehension, the mechanics of writing (grammar, punctuation, spelling), organization of papers, footnoting and bibliography form, and preparation for and taking of exams. An individualized program in skills improvement will be developed for the student on a regular schedule, or help will be provided on a one-time, drop-in basis when a particular problem or need arises. The Academic Skills Center is located on the lower floor, room 12, of Van Zoeren Library.

COUNSELING SERVICES

In addition to academic advising and academic skills improvement, the College provides counseling services to assist students in their personal development. A counselor is available to talk with students about any personal, social, vocational, or educational problems that may arise. Personality and vocational interest tests, career planning groups, and a career library of occupational information are just some of the resources available to students in conjunction with the professional counseling which the Counseling Center provides. Students with personal concerns as well as those with uncertain career plans are free to discuss these with a counselor in the Center in the basement of Van Raalte Hall.

PLACEMENT SERVICES

The Placement Office attempts to assist students in finding employment following graduation. Students are urged to register with the Placement Office during their senior year to establish a permanent credential file which the college will keep and

Campus Services



send to prospective employers at the student's request. Throughout the year the Placement Office will make arrangements for a variety of employers to visit campus and interview students in addition to posting openings of which it is notified. Part-time off campus and summer employment possibilities are also posted in the office in the basement of Van Raate Hall. The services of the Placement Office are available to alumni as well as current students.

46 HEALTH SERVICES

The College's health services are centered at the Health Clinic, located on the corner of 12th St. and College Avenue. Out-patient care is offered daily at the Clinic by a staff of registered nurses under the direction of a team of local physicians. If a student needs the attention of a physician, a doctor on the staff is in the Clinic on Tuesday morning from 8:00 a.m. to 10:00 a.m. each week. At other times, the Clinic staff will arrange an appointment in one of the physicians' offices and provide transportation when needed. Evenings and weekends, the physicians will be on call and may be contacted by calling the Physician's exchange.

Medications and supplies when available are issued from the Clinic at a minimum cost to the student. Students are responsible for their own medical expenses incurred through the use of the physician's services and hospital care.

In order to give the Clinic the best medical records possible, incoming students will be required to complete an extensive medical questionnaire. Students with chronic conditions are urged to make arrangements with a local physician for the transfer of his medical records.

Campus Services

FOOD SERVICES

The College's cafeterias in Phelps and Durfee Halls and the Kletz snack bar in the DeWitt Center are under the direction of Saga food service. Twenty-one meals per week are served by the food service, though students also have the option to select a board plan at reduced cost allowing them to eat any 10 or 15 meals per week. The food service is closed during vacation periods.

RESIDENCE HALLS

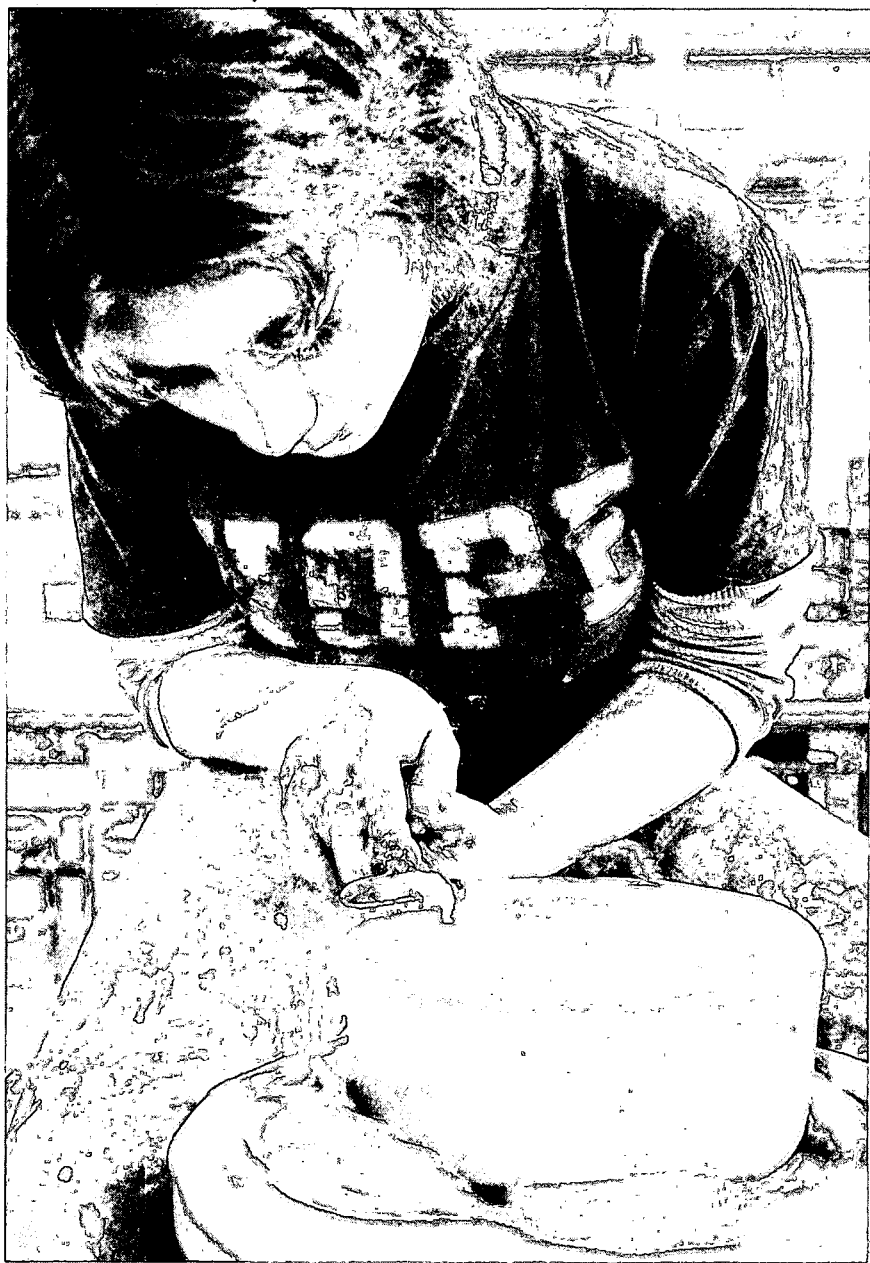
Thirteen residence halls, ranging in capacities from 40 to 300, and 15 to 20 cottages (houses on or near campus) provide the home-away-from home for approximately 1,500 Hope students. The living styles available through these options range from the small group experience which the cottages provide to the apartment, cluster, and dormitory styles which are available through various residence halls. Two of these residence halls, Phelps and Kollen, are co-ed with men and women either on separate floors or in separate wings.



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A staff of Head Residents and Resident Assistants live in the residence halls to assist students in creating a comfortable living environment which is conducive to personal growth. The residence hall staff is trained to assist students in understanding college resources and policies as well as to facilitate students' personal development.

Because of its commitment to the residential concept, Hope requires all students to live on campus except those who are commuting from home or who have received special permission to live off campus.



CAMPUS LIFE

Summarized below are some of the various dimensions which our life as a community of people takes. Hope College feels that the college experience is more than the academic program which is described on the following pages; an integral part of that experience are the extra- and co-curricular programs which create the sense of community existing on campus.

COMMUNITY GOVERNMENT

Decisions governing the college community are primarily made by Boards and Committees composed of students, faculty, and administrators. Three major Boards, the Academic Affairs, Administrative Affairs, and Campus Life Boards, bear the major responsibility for policy decisions, while subcommittees of each deal with more specific areas.

ACADEMIC AFFAIRS BOARD - The AAB examines and acts on policies dealing with the more formal curricular and instructional program and cultural offerings of the college. Subcommittees include: Curriculum, Cultural Affairs, and International Education Committees. Board membership is: four students, eight faculty, Academic Dean.

ADMINISTRATIVE AFFAIRS BOARD - The AdAB examines and acts on policies dealing with patterns of organization and administration, with matters of primary concern for public relations, and with matters of general faculty and student welfare. Subcommittees include: Admissions & Financial Aid, Athletics, and Student Standing and Appeals Committees. Board membership is: two students, four faculty, four administrative heads.

CAMPUS LIFE BOARD - The CLB examines and acts on policies dealing with the co-curricular, social and recreational program and with the regulations for effective living together of students on the campus. Subcommittees include: Extra-Curricular Activities, Religious Life, Student Communications Media, and Residential Life Committees. Board membership is: six students, six faculty, three administrators.

STUDENT CONGRESS - The main body of student government on Hope's campus is the Student Congress. Since most policy decisions are made on the Boards and Committees noted above, students are represented in the decision-making proc-



Campus Life



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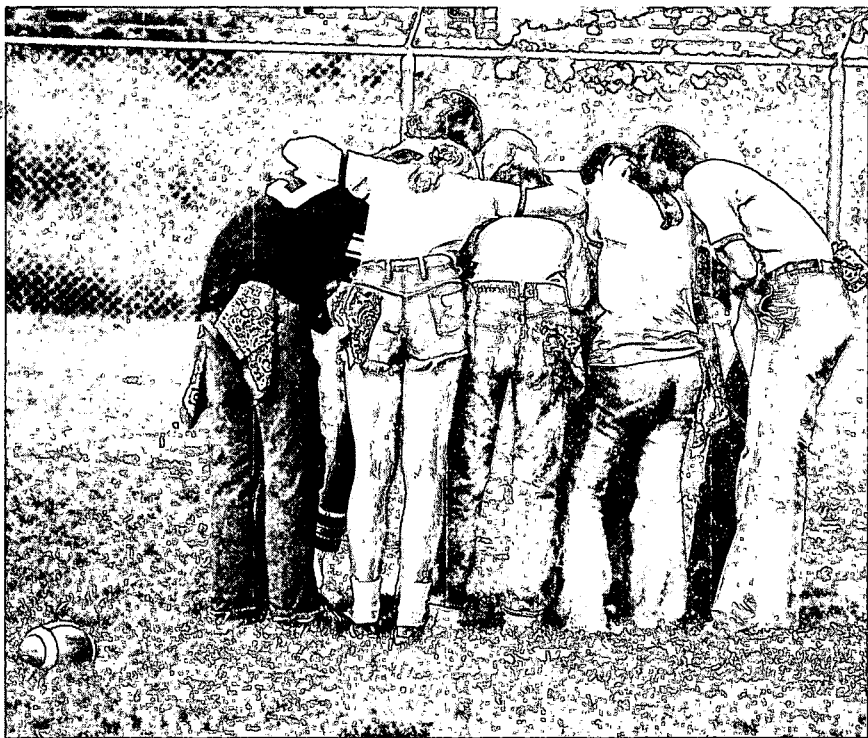
Campus Life

ess. The Student Congress is an assembly of the student members on those Boards and Committees.

COLLEGE JUDICIAL BOARD - Much of the responsibility for maintaining high standards of student life in the college community is entrusted to the students. Operating on a basic principle of self-governance, responsibility for the development and enforcement of regulations is centered on residence hall units under the approval of the Campus Life Board. The final body in this judicial system is the College Judicial Board. The Judicial Board has jurisdiction in handling infractions of all-college rules, as well as serving as an appeal board for cases heard on a lower level. Membership is comprised of: five students, two faculty and one member of the Dean of Students' Staff.

COLLEGE REGULATIONS

Hope can only be a true community if its members understand and genuinely accept the responsibilities of living together in a meaningful framework. More than tolerance is necessary. Students should feel that they can honestly uphold the policies affecting campus life. At the same time, the entire college is encouraged to co-operatively seek changes that would better reflect the desires, goals and values





Campus Life

that form the basis of the college's program. Through the structure of community government, students play a vital and influential role in examining and reformulating campus policies. Thus, membership in the Hope community is regarded as a privilege. Absolute order in all aspects of life is tyranny, just as absolute freedom is anarchy. The college desires to find the proper balance in campus life. Hopefully, a community atmosphere can be created which promotes student growth, sharpens desired values and encourages academic pursuit.

In this context, the college community has established certain standards that go beyond those established by civil authority. The college prohibits the possession or consumption of alcoholic beverages on college property or in college housing units, and at college functions. As a residential college, Hope College expects all students to live and board within the college residence system. Exceptions to this expectation are made for single students when enrollment exceeds the capacity of the college housing facilities, for married students, and for those students who reside with their parents within commuting distance to the college.

The *Student Handbook* is prepared annually and contains discussion of the all-college rules and regulations that govern community life at Hope College. It is available through the Office of the Dean of Students.

THE RELIGIOUS DIMENSION

Hope encourages the development of whole persons as that phrase is given meaning through the Christian faith. It seeks to be in all aspects a Christian community in action. Thus a central aspect of the religious dimension of Hope lies in the lives of individual members of our community and in their relationship to God through Jesus Christ.

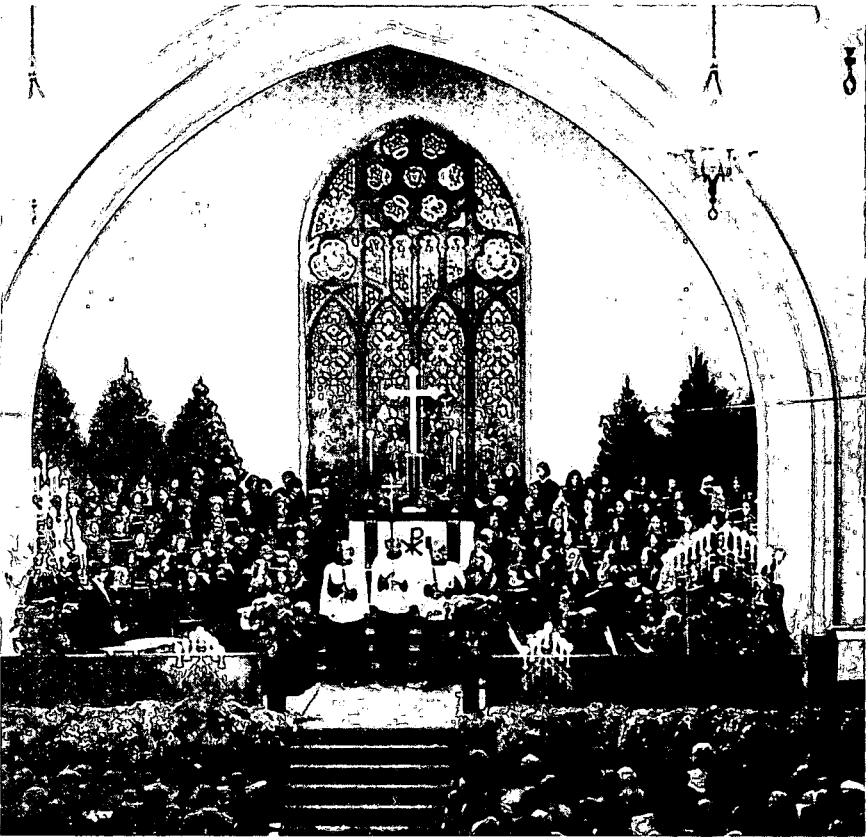
Focal points for understanding the religious dimension of campus life are the Chaplain's Office and the Ministry of Christ's People, the student organization which attempts to centralize the efforts of various religious groups on campus and develop joint programming.

THE COLLEGE CHAPLAIN - The Chaplain serves as the primary focus of the college's religious programming, and gives leadership to the Ministry of Christ's People. He is also available to meet with students to deal with questions, conflicts or concerns that they face in clarifying their thinking on the essentials of the Christian faith and their role as persons in God's world. The Chaplain's office is in the basement of the Chapel.

THE MINISTRY OF CHRIST'S PEOPLE - Because the life of Christ sets the priority of acting out in life what is claimed in beliefs, students are encouraged to affirm that same totality, according to their individual gifts and abilities. The Ministry of Christ's People, organized and directed by students and the Chaplain is involved in serving the College community in four broad areas - worship, social ministries, evangelism, and personal and interpersonal Christian growth.

Worship - Sunday worship services in Dimnent Memorial Chapel enable the campus community to share together in corporate worship. Sermons are given by Hope College Chaplain, Mr. William Hillegonds, by members of the faculty, or by guest

Campus Life



Campus Life

preachers. Informal worship is held elsewhere on the campus at other times. Chapel services are held daily in Dimnent Chapel, and the dormitories. Midweek activities include evening communion in the Schoon Meditation Chapel and fellowship meetings.

Social Ministries - In this area, the Ministry challenges students to be aware of social needs and injustices, to meet human needs within the community, and to speak to critical issues, such as racism, poverty, housing, drug abuse, population difficulties, and ecological crises.

Evangelism - This phase of the Ministry seeks to proclaim and present the person of Jesus Christ and His claims to the community by means of encouraging discipleship and by training people to engage in Christian witness. Various methods of witnessing are utilized through a variety of life styles.

Personal and Interpersonal Christian Growth - Through seminars, retreats, small groups, Bible studies, prayer groups, and leadership training, faculty and students are given opportunity to grow corporately and individually.

CULTURAL AFFAIRS

The process of education involves interaction with other cultures and a developing awareness of the culture in which one lives. Through a wide diversity of opportunities of a cultural nature, Hope aims to broaden the perspective of the individual student.

THE CULTURAL AFFAIRS COMMITTEE - The Cultural Affairs Committee is the student-faculty committee which bears primary responsibility for sponsoring a Young Concert Artists' Series, supports the visits of guest artists and lecturers, and puts on a series of major concerts in conjunction with The Holland Community Concert Association. This program is called the Great Performance Series and last year included: The New Shakespeare Company, The Preservation Hall Jazz Band, Dolmetsch and Saxby, Music by Three, pianist Rudolph Firkusny, Lotti Goslar's Pantomime Circus, and the Utah Symphony. The community concerts in nearby Muskegon and Benton Harbor are also open to Hope students at no cost.

THEATRE PRODUCTIONS - Four major productions are presented annually by the department of Theatre. These productions are usually faculty directed, though opportunity is provided for advanced students to gain directing experience. Participation is open to all members of the college community. This past year's productions included: *Romeo and Juliet*, *The Matchmaker*, *Anything Goes*, and *Endgame*. Several student-directed one-act plays are also presented each year in addition to an extensive Summer Repertory Theatre Program.

ART EXHIBITS - In addition to studio classes in the field of art, a variety of outstanding exhibits are hung throughout the year in the college's gallery in the DeWitt Center as well as in the Van Zoeren Library. The college also has a permanent collection which is on loan throughout the campus.

Campus Life





MUSIC PROGRAMS - More than 80 concerts and recitals are given annually through the Music Department and its students and faculty. In addition to performance classes presented by the department, there are numerous musical groups which are open to all students. Some of these vocal groups are: The College Chorus, Chapel Choir and the Women's and Men's Choirs, the Oratorio Chorus and Collegium Musicum; instrumental groups include: the Concert Band, Jazz Ensemble, Orchestra, Symphonette, and various smaller ensembles. The Chapel Choir and the Symphonette take an extensive two-week tour each spring, while others will perform both on- and off-campus throughout the year.

CAMPUS COMMUNITY HOUR

Because of its commitment to being a community of scholars, the college has set aside a campus community hour in the weekly academic schedule to encourage the sharing of common concerns and to allow the campus community to examine significant issues. This time is used to bring in significant persons to address the entire campus, as well as to develop symposia along departmental lines or to promote other interaction between students and faculty.

SOCIAL LIFE

During a student's college experience there comes a time when a person needs to relax and enjoy the interaction with other people. The social life on campus is designed to provide those opportunities to be in contact with others as well as to develop one's individual interests.

THE CAMPUS ACTIVITIES OFFICE - Located in the basement of Van Raalte Hall, the Campus Activities Office serves as a resource for the various student organizations and groups which are planning non-curricular activities, and carries primary responsibility for the overall social life on campus. The director works with the Social Activities Committee and other campus organizations to create an environment in which students can find a diversity of activities as well as a meaningful atmosphere in which to live.

Campus Life



THE SOCIAL ACTIVITIES COMMITTEE - The Social Activities Committee (SAC) bears the primary responsibility for programming social activities of an all-campus nature. Each weekend SAC sponsors a film series, bringing popular entertainment films to campus, and entertainment in the Pit, an informal entertainment center in the basement of the DeWitt Center. Dances, concerts and traditional events, such as Homecoming, Parents' Weekend, Winter Carnival, an All-College Sing, and the frosh-soph competition of the Pull and Nykerk are also sponsored by the committee. The Pull pits a team of men from the freshman class against the sophomore team in a tug-of-war across the Black River, while the freshman women compete against the sophomores in song, drama, and oration in the Nykerk Cup competition.

FRATERNITIES AND SORORITIES - Six fraternities and five sororities of a social nature, all local, exist on Hope's campus. Each of the sororities has a club room in one of the residence halls, while the fraternities each have a college-owned residence hall which serves as their living quarters and center of their activities. Approximately one-fourth of the student body belongs to one of these Greek organizations. The fraternities are governed by the Inter-fraternity Council, while the Pan Hellenic Board governs the sororities. Rush and pledging takes place in the spring semester.



In addition to the social fraternities and sororities noted above, Hope has a national service fraternity, Alpha Phi Omega, and a service sorority, Omega Phi, which sponsor service projects for the college and community. Membership is open to all students.

CLUBS AND ORGANIZATIONS - A wide diversity of campus organizations allow Hope students to pursue their special interests and experience membership and leadership roles within the community setting. These groups include those of a religious, academic, political, or minority nature as well as those centered around special activities or interests. The Campus Activities Office can give a contact person for each of these organizations, or can assist a student in forming a special club on campus.



Campus Life

Hope students are also involved in the Hoiland community in organizations such as Higher Horizons, a Big Brother-Big Sister program with children of the surrounding community; and the annual March-to-Hope, a week-long camping and hiking experience, pairing a college student with an underprivileged child from the community. The Higher Horizons office is in the basement of Van Vleck Hall, while the March to Hope is under the supervision of the Education Department.

In addition to these, there are a wide diversity of honor societies on campus, open by invitation, which bring together students of similar competencies. These include:

Phi Beta Kappa (national honorary scholastic)

Mortar Board (national honorary)

Alpha Epsilon Delta (pre-med, pre-dent)

Beta Beta Beta (biology)

Delta Omicron (music-women)

Delta Phi Alpha (German)

Eta Sigma Phi (classical languages)

Lambda Iota Tau (literature)

Omicron Delta Epsilon (economics)

Phi Alpha Theta (history)

Phi Mu Alpha Sinfonia (music-men)

Pi Delta Phi (French)

Pi Kappa Delta (forensics)

Pi Mu Epsilon (math)

Pi Sigma Alpha (political science)

Psi Chi (psychology)

Sigma Delta Pi (Spanish)

Sigma Xi (science)

STUDENT CONGRESS - The Student Congress is the body of students which are elected to represent residence hall units and students not living on campus. Following their election to the Congress, members are then appointed to the various boards and committees under the community government system where policy decisions are made. A sub-committee of the Student Congress, The Student Appropriations Committee, is responsible for the allocation of the Student Activities fee.

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FORENSICS AND INTERCOLLEGIATE SPEECH ACTIVITIES - The collegiate forensics program is under the direction of the Communication Department. Competition in debate, oratory, extemporaneous speaking, oral interpretation, and group discussion is scheduled.

STUDENT MEDIA - The communications media serve a dual purpose on Hope's campus: to provide news, literary excellence and entertainment to the campus community, and to provide a unique and invaluable learning experience for those involved. Participation in these media is open to all interested students.

Anchor - The weekly newspaper, the *anchor*, relates student opinion to all campus issues and has been the focus of much attention in the past several years. Thorough coverage of the news, feature presentations, critiques and provocative editorials have all combined to make the *anchor* a paper worthy of receiving an All American Honor Rating from the Associated Collegiate Press. The *anchor* office is in the basement of Graves Hall.

Campus Life



Campus Life

Opus - This literary magazine gives students an opportunity for expression by presenting their prose, poetry, photography and art work. The *Opus* Board reviews materials submitted to it for publication and publishes them on a regular basis. In addition *Opus* sponsors poetry reading sessions throughout the year, giving students and faculty a chance to read their works. The *Opus* office is in the basement of the DeWitt Center.

Milestone - As time and seasons change and pass, so does the face of a college community. To the end of preserving a yearly segment of this change the yearbook staff puts forth its time and energy to produce the *Milestone*. In the past years the combination of candid photography and pertinent literary pictures has won for the *Milestone* the Associate Collegiate Press' First Class Honor Rating. The *Milestone* office is in the basement of Graves Hall.

WTAS - Located in the basement of Koilen Hall, WTAS, the college radio station, operates on a closed-circuit basis throughout the campus. Born as a physics experiment, WTAS is presently under the direction of the Department of Communication and serves an important source of campus news, music and entertainment as well as a significant educational experience for those who participate.



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ATHLETIC LIFE

Participation in athletics, just like participation in the social, cultural, and religious life of the campus, is open to all members of the college community. Competition takes place on both the intercollegiate and intramural levels. Athletics on Hope's campus are viewed as opportunities for individual fulfillment and enjoyment as well as the development of a team spirit and the enjoyment of the community.

Campus Life

PURPOSES AND POLICIES - The faculty has adopted the following statement describing the purposes and policies of the intercollegiate athletic program:

The program of intercollegiate athletics aims not only to teach physical skills but also to make a positive contribution to the whole education of the individual. The program promotes the maintenance of a high degree of physical efficiency, self discipline, and character development, and stimulation of a wholesome college spirit, and the development of the sensory motor skills which will be beneficial throughout life. In addition, the types of group experiences provided are those which afford opportunities for socially acceptable and personally rewarding behavior.

The intercollegiate athletic program of Hope College is governed by the rules of the National Collegiate Athletic Association and the Michigan Intercollegiate Athletic Association.

The faculty athletic committee advises on all matters of policy, and reviews and approves all athletic schedules. These schedules are set up in such a way as to incur the least amount of absenteeism from classes. All decisions of this committee are subject to review by the Academic Dean and the Faculty.

The financial control of the athletic program is similar to that in other departments of the college. Athletic funds are handled by the college Treasurer; athletic expenditures and receipts are included in the budget of the college.

Scholarships or grants-in-aid are available on the basis of financial need only.

VARSITY ATHLETICS - As a member of the Michigan Intercollegiate Athletic Association, which is comprised of seven Michigan colleges, Hope's varsity athletic teams have established a solid reputation for excellence and championship caliber. Gordon Brewer is the Director of Athletics; coaching staffs are listed below:

MEN'S COACHING STAFF

Baseball - Jim Bultman
Basketball - Russ De Vette
Cross Country - Bill Vanderbilt
Football - Ray Smith
Golf - Hal Cutshall
Soccer - Glenn Van Wieren
Tennis - Lawrence Green
Track - Gordon Brewer
Wrestling - George Kraft

WOMEN'S COACHING STAFF

Archery - Sandy Parker
Basketball - Carol Braaksma
Field Hockey - Leslie Swertfager
Softball - Barb Basnett
Tennis - Rick Smith
Volleyball - Sandy Parker

INTRAMURAL ATHLETICS - Intramural athletics are open to all members of the college community. Any grouping of students or faculty may form a team to enter competition. Competition in the following sports has been developed for men and women: archery, badminton, basketball, bike race, bowling, cross country run, frisbee throw, gymnastics, racketball, skiing, softball, swimming, table tennis, tennis, and volleyball. Men also may compete in boxing, golf, handball, indoor hockey, soccer, touch football, and track while women also compete in speedball. There are also club sports including competition in lacrosse, swimming, gymnastics and badminton.

ADMISSION OF FRESHMEN

Students who demonstrate the desire and qualifications for completing a Hope College education coinciding with the aims and objectives of the college are admitted. Candidates for admission are encouraged to apply following the completion of their junior year in secondary school and, preferably, by early March of their senior year. Admission forms are available at secondary school guidance offices or can be obtained by writing the Admissions Office, Hope College, Holland, Michigan 49423.

To be considered for evaluation an applicant must submit four items:

- A. An application
- B. \$10 non-refundable application fee
- C. A copy of the student's latest transcript
- D. Test scores (either ACT or SAT). Normally the application is completed, a check or money order for \$10 is attached to the application and these are submitted to the guidance counselor for completion. The counselor will then complete his section of the application and forward it, along with the application fee and a copy of the student's latest transcript, to the Admissions Office. If test scores are not included in the transcript, the applicant should request ACT or CEEB to send them to the Admissions Office.

Admission is selective. A thorough examination is made of the candidate's potential as indicated by the scope and quality of his secondary school record, the results of the standardized tests, the guidance counselor's report, leadership qualities, interests, and educational goals. Occasionally additional information will be requested to aid in making a decision in which case the student will be notified of the need for such information and the decision delayed until the information is available. The applicant can expect an early decision on his application when all information is available for evaluation.

Secondary School Preparation

In general, applicants are expected to satisfactorily complete a college preparatory course in an accredited secondary school. Sixteen units are required and should include: 4 units of English; 2 units of Mathematics; 2 units of a foreign language; 2 units of History and the Social sciences; and 1 unit of a laboratory science. Students whose secondary school program does not follow the above pattern will be given careful consideration if there is evidence of intellectual ability and seriousness of purpose.

Entrance Examination

To aid in admission and counseling, all Freshman applicants must take an entrance examination. Score reports from either the College Entrance Examination Board Scholastic Aptitude Test or the American College Testing Program are accepted. Bulletins of information and applications for these tests are available at high school counseling offices or by writing to: the College Entrance Examination Board, Box 592, Princeton, N.J. 08540 or the American College Testing Program, P.O. Box 414 Iowa City, Ia. 52240. Each applicant for admission is responsible for making proper applications to take the tests and having the scores sent to Hope College. The recommended time to take either test is the spring of the junior year or fall or winter of the senior year.

Admission

Trial Sessions

As we see it, college life requires ability, skills, motivation, and maturity. For a variety of reasons, a student may not have demonstrated the necessary quantity or quality of these essentials during his or her high school career. For this person, STEP or FOCUS represents an opportunity to change the direction of academic pursuits. Specifically, the aims of both STEP and FOCUS are (1) to provide students with an opportunity to "try themselves" on full-fledged, typical college course work; (2) to provide the participant with some special aids for developing certain knowledge and skills essential to academic success in college; (3) to provide personal assistance in developing the appropriate attitudes and habits for achieving success and satisfaction in college; and (4) to help each participant come to a better understanding and realistic appraisal of his own potentialities, both strengths and weaknesses. While every effort is made to help the student be successful in these programs and to carefully evaluate his readiness for college, ultimately it is the student's own responsibility to avail himself of the opportunities provided.

The staff for these programs include (1) a director who monitors the total program, conducts continuing research and evaluation of the program, and works individually with the participants in a counseling type relationship; (2) a student assistant who is available for personal, social, and academic counseling; (3) student tutors; (4) instructors in the courses who are regular Hope College faculty; and (5) an instructor in reading and study improvement for those who evidence the need.

S.T.E.P. (Summer Trial and Evaluation Program)

These students participate in a six week summer program, taking regular college course work which has been selected because of its value in preparing the student for future college experiences. One is the regular freshman English course (four hours of credit) with special emphasis on writing skills. The other is the freshman psychology course (three hours of credit) aimed at understanding human behavior and social adjustment. Upon successful completion of the program, students are admitted for the regular Fall Semester; occasionally with the stipulation that they enroll on a reduced-load basis and/or seek additional help from the Academic Skills Center. We will make available for participants all resources from the Counseling Center, the Academic Skills Center, and tutorial help. Special attention will be given to personal adjustment and growth. In recent years, STEP has proven quite successful as nearly 90% of the participants have been admitted to Hope College.

F.O.C.U.S. (Fall Opportunity to Continue Upward Scholastically)

FOCUS is similar to STEP in many ways and is designed to accomplish similar goals. Participants are selected from applications and are admitted on a trial basis for their first semester. They will take a reduced academic load consisting of freshman English, an introductory psychology course and two additional core courses related to the student's area of interest (12-13 hours of credit all together). In addition, all other resources of the college such as Academic Skills Center, the Counseling Center, and tutorial help will be available to the student. Special attention is given to personal adjustment and growth in an effort to strengthen individual motivation, clarify goals and values, and increase self awareness.

Successful completion of the FOCUS semester will result in the student being regularly admitted to a degree program at Hope beginning with his second semester.

College Credit by Examination

The Hope College faculty believes that a student should pursue his studies at his established level of competence. Tests are available to determine this level and Hope encourages its prospective students to investigate their use. Below are listed the examinations available to Hope students.

ADVANCED PLACEMENT PROGRAM (APP) - Entering freshmen who complete college-level courses in secondary school and attempt the corresponding College Entrance Examination Board (CEEB) advanced placement examinations in May are urged to have the results sent to Hope. Those earning a grade of 4 or 5 on the exam are assured of receiving appropriate college credit and/or placement. Exams with a grade of 3 or better will be evaluated by the respective department which will determine if credit and/or placement is to be granted.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) - Hope will grant credit for the subject examinations (excluding those in medical technology and those not approved by individual departments) of the CEEB's CLEP tests. Credit will not, however, be granted for the CLEP general examinations. Credit for the CLEP subject examinations will be awarded for scores which will meet the guidelines established by CEEB in its national norming procedures. If available, essay questions should be submitted for local review. The subject exams are equated, where possible, to existing Hope courses and can be used to partially fulfill Hope's general college requirements. Hope has been approved as a CLEP Limited Test Center. To make arrangements to take the CLEP subject examinations or general examinations on Hope's campus or to obtain further information about minimum scores acceptable at Hope, contact the Registrar. Further regulations and a complete listing of CLEP examinations and how they apply at Hope are found on Pgs. 100-101 of the *Catalog*. For further information about credit by examination, contact the Registrar.

HOPE DEPARTMENTAL EXAMINATIONS - Where CLEP or other nationally normed tests are not available, departmentally prepared examinations can be taken by special arrangement with the Department Chairman and the Registrar. These tests, however, should not be confused with placement tests in the foreign languages and mathematics, (which are administered to determine placement of students in appropriate levels of college courses) or the reading tests designed to detect reading deficiencies.

For further information about credit by examination, contact the Registrar's Office. Further regulations applying to credit by examination are stated on page 100 of this *Catalog*.

Interviews and Campus Visits

While personal interviews are not required, they are welcomed and encouraged for all prospective students and applicants. Admissions officers are available for interviews from 9-11:30 a.m. and 1-4:30 p.m. Monday through Friday, and 10:00 - 12:00 noon on Saturdays (except holiday weekends). During June, July, and August, Saturday interviews are conducted by appointment only.

Prospective students and their parents desiring an interview should write or call (616-392-5111, ext. 2241) the Office of Admissions at least one week in advance. During the academic year, a student-guided tour of the campus can be provided to those who schedule interviews in advance. Those arriving at Grand Rapids airport may arrange transportation to Hope College through the Admissions Office at a round trip cost of \$10.00. Please notify the Admissions Office of your transportation needs prior to arriving at the airport.

Admission

"Senior Days" are held several times throughout the year and provide high school seniors an opportunity to experience a day on campus by attending classes, eating in the cafeteria, meeting with faculty, students, and administrators, and visiting dormitories. Junior Day, usually the first Saturday in May, offers similar experiences for high school juniors. Latino Day and Black Awareness Days supplement the Senior Day program with special activities addressing specific ethnic concerns. Interested students can contact their guidance offices or the Hope College Admissions Office for specific dates.

Planning the Freshman Year

Since students coming to Hope College differ in ability, motivation, tastes and aspiration, no one academic program will serve their diverse needs. While there is considerable flexibility in a student's curriculum, the freshman year is a critical time in the student's academic program, and it is essential that the student take great care in developing an academic curriculum that is consistent with his goals and abilities. The faculty advising program is designed to assist each student and each freshman is expected to consult his or her advisor in the selection of courses. However, some academic structure is necessary for the beginning student to insure that he or she acquires those learning experiences and skills that will undergird his or her entire collegiate career.

During the first year most freshmen enroll in the following courses:

Philosophy 113

This course seeks to introduce the freshman to the purposes and goals of a liberal arts education.

English 113

This course seeks to insure that one's communication skills, especially writing skills, in handling ideas are sufficient for successful collegiate work.

Foreign Language and Cultural Studies

Since Foreign Language and Cultural Studies is a requirement for graduation (see p. 84-85), students should consider taking the appropriate courses during the freshman year.

Natural Sciences

Students planning to major in one of the natural sciences should begin their study of science in the freshman year. For most, the first semester program consists of an appropriate course in mathematics, Chemistry 111, and Physics 121.

ADMISSION OF TRANSFER STUDENTS

Hope College welcomes applications from students who have completed academic courses at other accredited institutions. To complete the process of evaluation the student must submit four items:

- A. An application
- B. \$10 non-refundable application fee
- C. A copy of the student's latest transcript
- D. A copy of the student's secondary school transcript. The student will attach the \$10 application fee to the completed application and these are given to the Dean of the institution from which the student is transferring. The Dean will complete his section of the application and forward it, along with the application fee and a copy of the student's latest transcript, to the Admissions

Admission

Office, Hope College, Holland, Michigan 49423. The student should make arrangements with his secondary school to have a copy of his secondary transcript and the results of entrance examinations (usually SAT or ACT) forwarded to the Admissions Office at Hope College. Occasionally additional information will be requested to aid in making a decision in which case the student will be notified of the need for such information and the decision delayed until the information is available.

Transfer of Credit

The standard for the acceptance of credit toward Hope College degree requirements from institutions of higher learning will be the accreditation of that college by its regional accrediting association as listed in the current report of the American Association of Collegiate Registrars and Admissions Officers. Exceptions to this general rule may be obtained only by application to the Provost at the time of the student's application for admission.

A maximum of 65 semester hours of credit may be transferred from a junior college. Upon admission the Registrar will review the transcript of each applicant and will prepare a tentative evaluation for transferring credits. This will be sent to the applicant as soon as possible to provide a means for accurately planning the first year at Hope. Transcripts are evaluated on a course-by-course basis. Credit with a "D" grade will transfer only if the student has earned a cumulative grade point average of 2.0 or better at the institution from which he is transferring. A student transferring to Hope transfers only the credit earned but does not transfer grades and honor points. The grade point earned at Hope College is that which is provided the student upon graduation. Generally, courses taken in a liberal arts curriculum are readily transferable and Hope College has subscribed to the Michigan Association of Collegiate Registrars and Admissions Officers recent articulation agreement that accepts most college work with very few exceptions.

Various majors and disciplines within the college may have specific requirements for graduation and unique opportunities which a transfer student may want to pursue once arriving. Those planning to transfer to Hope are urged to contact the chairman of any department in which the student is considering a major in order to identify all the opportunities available and to be sure of registration in the correct courses.

Academic Records of Transfer Students

The record of a transfer student at the time of admission will be treated the same as that of a Hope College student for purposes of: A) Admittance and class standing (freshman-senior), B) Determining academic probation or good class standing, C) Determination of the satisfactory completion of required courses.

For all ensuing official purposes, the record of the student shall be that which he obtains at Hope College.

ADMISSION OF FOREIGN STUDENTS

Foreign students who wish to study at Hope College should make application before February 1 of the year in which they wish to enter college. To complete the process of the application the student must submit five items:

- A. An application
- B. \$10 non-refundable application fee

Admission

- C. A copy of the student's secondary school transcript
- D. Evidence of proficiency in the English language (usually the Test of English as a Foreign Language (TOEFL) or a comparable English proficiency test)
- E. The Declaration and Certification of Finances (available from Hope College or the College Scholarship Service)

For evaluation the student should complete all items on the application, attach the \$10 application fee and give this to the principal where currently enrolled. The principal will complete his section of the application and forward it, along with the application fee and a copy of the student's latest transcript, to the Admissions Office, Hope College, Holland, Michigan 49423. The student should arrange with the principal of his institution, or with other officers, for taking the TOEFL and having the score sent to Hope College. For a bulletin of information on TOEFL, write: TOEFL, Educational Testing Service, Princeton, N.J. 08540, U.S.A. Copies of the Declaration and Certification of Finances can be secured by writing directly to Hope College, Office of Financial Aid, Holland, Michigan 49423, U.S.A. Occasionally additional information will be requested to aid in making a decision in which case the student will be notified of the need for such information and the decision delayed until the information is available.

READMISSION

Students who have withdrawn from the college are not automatically readmitted. An application for readmission must be obtained from the Registrar's Office. It should be completed and returned to the Registrar at least one week prior to registration.

SUMMER SESSIONS

Hope offers a variety of campus summer sessions: the three-week May Term, the three-week June Term, and a six-week Summer School. Admission to any of the summer sessions is granted to any qualified candidate but this admission does not imply admission to Hope as a degree candidate. Applications for Single-Term Admission (the blue form) are available by writing to the Admissions Office.

SPECIAL OR PART-TIME STUDENTS

Persons interested in enrolling in Hope College on a part-time, non-degree basis, need not complete the formal application for admission. A briefer form is available from the Admissions Office which can be completed by the student and mailed directly to the Admissions Office, Hope College, Holland, Michigan 49423. For this status no transcript or application fee is required. Full college credit is granted for students who pay the regular fees and enroll as a special student, and credit earned as a special student is transferrable to other colleges. The student is not, however, admitted to a degree program. Enrollment as a degree student would require the normal application procedure outlined above. Those wishing to audit courses may follow the same procedure as a special student and will pay a lesser fee, however, credit is not granted under the audit privilege, although the audited course will be recorded on the student's transcript.

FINANCIAL AID TO STUDENTS

Through the money that the college receives from gifts and the endowment fund, a sizeable part of the cost of every student's education at Hope College is underwritten. Every student attending Hope College, in effect then, receives an educational grant. However, the main burden of responsibility for financing a college education rests with the student and his family. Recognizing the gap between the cost of a good college education and the ability of some students and their families to meet the regular college fees, Hope College has established a three-fold student-aid program. Through this program the college seeks to enable worthy students, those of serious purpose who wish to secure an education at Hope College, to do so. The program includes scholarships, grants-in-aid, loans, and part-time employment.

To determine most equitably the distribution of funds available for financial aid, Hope College requires all students applying for assistance to forward to the college a copy of the Parents' Confidential Statement which is part of the College Scholarship Service. New students, that is, students applying for entrance into Hope College, should address all inquiries concerning financial aid to the Office of Financial Aid. The Parents' Confidential Statement should be submitted by March 1 to receive consideration for the following school year. Students already enrolled at Hope College should address inquiries concerning financial assistance to the Director of Financial Aid. A renewal form of the Parents' Confidential Statement must be submitted by May 1 to receive financial aid consideration for the subsequent school year.

THE COLLEGE SCHOLARSHIP SERVICE - More than seven hundred colleges and universities, of which Hope College is one, participate in this service. The C.S.S. publishes and distributes a Parents' Confidential Statement which is to be filled out by parents of students requesting financial aid consideration. The parents indicate on this form all pertinent family information and financial data, so that the college can make decisions that are fair both to the individual and to the student body.

The Parents' Confidential Statements are distributed through the secondary schools. Copies may also be obtained by writing directly to the College Scholarship Service either at Box 176, Princeton, New Jersey 08540, or Box 1501, Berkeley, California 94701, whichever office is nearer. When completed by parents and students, the statement should be returned to the service center and not sent to the college. For new incoming students, the deadline for filing the Parents' Confidential Statement is March 1; for returning students the deadline is May 1. The College Scholarship Service will evaluate and forward the Parents' Confidential Statement to the college(s) named on the blank.

FINANCIAL AID TO STUDENTS

Gift Aid Programs

PRESIDENTIAL SCHOLARSHIPS - Each year from applications for admission to Hope College, 20 freshmen are invited to become the Presidential Scholars in their class. These students have superior records of academic achievement, marked intellectual interests, and demonstrated leadership abilities. Where there is financial need, this designation carries a scholarship up to full tuition. Presidential Scholars who do not have financial need are awarded an annual scholarship of \$200. For their freshman year the Presidential Scholars also receive a \$50 book prize, in the form of credit at the college book store for the purchase of any books, other than textbooks. Winners receiving other state or national competitive scholarship grants meeting their full need will receive a \$100 honor award.

There is no application for a Presidential Scholarship. All qualified students accepted for admission by February 1, receive consideration by the selection committee. Winners are notified by mid-March. Further details are described under *Programs for Talented Students* on pages 103-104.

NATIONAL MERIT SCHOLARSHIPS - Hope annually sponsors six (6) scholarships through the National Merit Scholarship Program. Consideration is limited to Merit Semifinalists who inform the National Merit Scholarship Corporation that Hope is their first-choice college. Annual stipends (\$250-\$1500) depend upon individual need as determined by the Merit Corporation. Hope Merit Scholars are included in all Presidential Scholar activities.

HOPE COLLEGE GENERAL SCHOLARSHIPS - A number of scholarships are granted by Hope College to applicants who give evidence of superior ability, better than average academic achievement, demonstrated leadership, and financial need. These scholarships are renewable annually provided a 3.0 (B) average is maintained and financial need is established on a new financial statement. A new PCS must be filed by May 1 each year to establish the level of need.

HOPE COLLEGE GRANTS-IN-AID - Some limited funds are available to aid students who do not meet the scholastic requirements for scholarship awards but who for other reasons, chiefly financial need and leadership qualities, are considered worthy of financial assistance. These grants are for one year. The Parents' Confidential Statement for renewal of these grants must be submitted to the College Scholarship Service by May 1 to be considered for the subsequent year.

DESIGNATED HOPE COLLEGE SCHOLARSHIPS AND GRANTS - Each year a number of the scholarships awarded are sponsored by gifts to the college. Without the generous support of these friends of the college, Hope would not be able to offer the great number of scholarships it does. No special application is necessary since all applicants will be automatically considered for any scholarship they may be eligible for.

General Scholarships

BOARD OF BENEVOLENCE SCHOLARSHIPS - The Board of Benevolence, Reformed Church in America, was organized to assist young men and women in preparation for definite Christian work in the Reformed Church in America. Those interested should write for information on available scholarships, to the Secretary of the Board of Benevolence, in care of Hope College, Holland, Michigan.

Financial Aid to Students

CLARENCE P. DAME SCHOLARSHIP FUND - A sum of \$500 for grants to students who are preparing for full-time Christian service in the Reformed Church in America and who are in financial need. Priority is given to students from the Second Reformed Church of Kalamazoo and the Classis of Kalamazoo.

THE DE WITT FOUNDATION SCHOLARSHIPS - Awards of \$400 to be used as scholarship aid for students who are the children of employees of the DeWitt Industries and subsidiaries as designated by the donor. The grant will continue for four years contingent upon good academic performance.

FOUR-WAY TEST SCHOLARSHIP FUND - An annual award of \$500 from the Christian Worker's Foundation to a student active in Christian activities as indicated by the four-way test.

DR. AND MRS. DAVID HANSEN SCHOLARSHIP FUND - An annual award to a worthy student from a minority background. Preference is to be given to American Indian students.

MARBLE COLLEGIATE MEN'S LEAGUE SCHOLARSHIPS - Four \$500 awards available to selected students of high ability and dedication to life purposes consistent with the goals of the Reformed Church in America. Three of these scholarships are specifically named: The Herman Halstead, the Earnest Shay, and the Martin Sommer Scholarships in memory of these church leaders, and the Norman Vincent Peale Scholarship, to be awarded to a young man preparing for the ministry.

REV. AND MRS. JAMES A. STEGEMAN SCHOLARSHIP FUND - An annual award to a needy student in honor of Rev. Stegeman's service to the Covenant Reformed Church of Muskegon Heights.

Funded Scholarships

E. SAMUEL AND GRACE ENGLE AEILTS SCIENCE SCHOLARSHIP - A fund to provide aid to worthy science students. Established in memory of E. Samuel Aeilts and Grace Engle Aeilts.

APIANUS SCHOLARSHIP - A fund to provide a scholarship to a deserving Senior student who has achieved academic excellence. The scholarship is named after a great German Scientist in the 15th Century.

GEORGE F. BAKER SCHOLARSHIPS - Awards to students entering the Junior year at Hope whose academic record and character reveal promise of future leadership. A majority of the scholarship holders will be students who plan to make constructive business activity their life work. The amount of the stipend is determined by financial need, but honorary awards may be made on the basis of leadership qualities alone.

WALTER F. BANK ENDOWMENT FUND - A fund to provide scholarship aid for deserving students.

BERTELLE ARKELL BARBOUR SCHOLARSHIP FUND - A fund to provide scholarship aid for worthy students.

PAUL GERDING BAST MEMORIAL SCHOLARSHIP - A fund to provide scholarship aid to students whose talents and character mark them for leadership of significance in their chosen field, as well as in the development of the highest human and Christian values in our society. Preference given to English or Music majors. A 2.5 minimum grade point average is required.

CHRIS BECKER MEMORIAL SCHOLARSHIP - A \$500 award to a graduating senior from Zeeland High School who demonstrates financial need.

Financial Aid to Students

MARY AND HAROLD BRINIG SCHOLARSHIP - A fund to provide aid to worthy students in honor of Mrs. Brinig's service as a member of the Hope College Board of Trustees, and the Brinigs' long history of creative Christian service.

MARY BUSSING SCHOLARSHIPS - A fund from the estate of Miss Mary Bussing to provide scholarship aid for students of ability, leadership, and educational purpose.

HENRY A., CAROLYN, AND ETHEL CHRISTIAN SCHOLARSHIP FUND - A fund to provide scholarship aid to a worthy student who desires higher education leading to a profession in medicine, nursing, biology or teaching.

J. ACKERMAN COLE SCHOLARSHIP FUND - A fund to provide scholarship assistance for worthy students participating in the Hope College debate program. Maximum awards are \$200 per academic year.

GEORGE AND ANNA DALMAN SCHOLARSHIP - A fund to provide scholarship aid for worthy students.

DR. HAROLD DYKHUIZEN MEMORIAL SCHOLARSHIP - A fund to provide an annual \$500 scholarship to a top science student at Mona Shores High School interested in majoring in science at Hope. To be awarded at graduation ceremonies.

ADELAIDE AND GERALDINE DYKHUIZEN SCHOLARSHIP - A fund established by Adelaide and Geraldine Dykhuizen, in memory of their brother, Dr. Harold Dykhuizen, to provide annual scholarship aid to needy students with preference given to students interested in pursuing a pre-medical program at Hope College.

FORD MOTOR COMPANY SCHOLARSHIPS FUND - A fund to provide scholarships for worthy students.

AMOS AND RUTH FOY SCHOLARSHIP FUND - A fund to provide scholarship aid for worthy students.

FRATERNAL ALUMNI SCHOLARSHIP - A fund to provide scholarship aid for worthy students.

THE GENEVA FUND - A fund established to promote international understanding and world peace. Part of the Hope-Geneva Book Store income is used to provide scholarships to college students from countries outside the U.S.A. who show promise of becoming leaders in the application of the principles of the Christian religion in this area of human relations.

MR. AND MRS. JOE GREVENGOED SCHOLARSHIP FUND - A fund to provide aid to worthy students. First preference is given to pre-medical students.

PAUL E. HINKAMP MEMORIAL SCHOLARSHIP FUND - A fund in memory of Paul E. Hinkamp, distinguished professor at Hope College, to provide Presidential Scholarships for academically gifted students with leadership potential.

JOHN L. HOLLANDER SCHOLARSHIPS - A fund to provide scholarship aid for worthy students of good character who desire higher education leading to professions in the fields of law, economics, music or teaching. Established by Mrs. Hollander in memory of her husband, Judge John L. Hollander.

JOHNSON-HENRICH SCHOLARSHIPS - A fund to provide scholarship aid to worthy students. Established by Mr. and Mrs. Howard Johnson in memory of Mrs. Johnson's father, Frederick Henrich.

HERMAN A. KRUIZENGA SCHOLARSHIP FUND - A fund to provide scholarship aid for needy students that show evidence of strong Christian convictions. Pref-

Financial Aid to Students

erence given to minority group members and students preparing for one of the service professions.

LIVING LIFE AID FUND - A fund to provide a scholarship for a needy student who reflects a Christian attitude toward life. Preference shall be given to "attending" members of the Cloverhill Reformed Church in America, located in Flemington, New Jersey.

ESTELLE BROWNING McLEAN SCHOLARSHIPS - A fund to provide scholarship aid for worthy students. Established by C.M. McLean, former member of the Hope College Board of Trustees.

MR. AND MRS. JOHN E. MEDENDORP SCHOLARSHIP - A fund to provide aid to worthy students through the generosity of Mr. and Mrs. John E. Medendorp, of Muskegon, Michigan.

NELLA MEYER SCHOLARSHIP - A fund established by Prof. Nella Meyer, with additional support from her family and friends, to provide financial assistance to students at Hope College, with preference given to students interested in Music or French.

WIETSCHKE AND NELLIE MIDDLEBUSH SCHOLARSHIP FUND - A fund to provide scholarship aid to a student with high character, financial need and scholarship.

MR. AND MRS. HOWARD MILLER SCHOLARSHIP FUND - A fund to provide scholarship aid to worthy students.

THE FRED MULDER GRANT - A fund to provide a grant-in-aid for a worthy student demonstrating financial need. Grades and class standing are not necessarily a determining factor in naming the grant recipient.

I. MULLER SCHOLARSHIP FUND - A fund to provide scholarships for worthy students.

RUTH STAFFORD PEALE SCHOLARSHIP - A fund to provide scholarship aid for a worthy student. Given by Mr. Homer Surbeck in recognition of the distinguished service to the College by Trustee Ruth Stafford Peale.

KEN QUIST MEMORIAL SCHOLARSHIP FUND - A fund to provide scholarship aid for worthy students.

MAX J. AND FLORENCE V. REESE SCHOLARSHIP - A fund to provide scholarship aid to students with preference given to those interested in or enrolled in pre-medical programs; or, interested in or enrolled in economics and business administration programs. Students must be achieving a minimum 2.5 grade point average.

AGNES ROSS SCHOLARSHIPS - A fund to provide scholarship aid for worthy students.

JOHN H. RUMPH SCHOLARSHIP - A fund to provide scholarship aid for a worthy senior student who needs assistance to complete his education. Established by Mrs. Maude C. Rumph in memory of her husband.

OSCAR O.R. SCHWIDETZKY SCHOLARSHIP FUND - A fund to provide scholarship aid on the basis of need and academic ability. Preference is given to pre-medical students. Established by Mrs. Schwidetzky in memory of her husband, Dr. Oscar O.R. Schwidetzky.

THE ESTHER M. SNOW VIENNA SCHOLARSHIP FUND - Established in memory of Esther M. Snow, member of the Hope College faculty 1937-65, whose enthusiasm for music, German and Vienna, served as an inspiration for many generations

Financial Aid to Students

of Hope students. The fund will annually provide one or more scholarships to outstanding students planning to spend a summer in Vienna studying music, German or European Culture. Recipients will be selected by a designated faculty committee representing music, German and international education.

THE GEORGE STEININGER SCHOLARSHIP - Awards to needy and worthy juniors and seniors. Established by Della B. Steininger and her children, George Steininger and Helen S. Stults, in memory of the Reverend George Steininger, Class of 1916.

HAROLD A. SYKES MEMORIAL SCHOLARSHIP - A fund to provide scholarship for deserving student. Established in memory of Elder Sykes by the Queens Reformed Church of Long Island, N.Y.

JOHN W. TYSSE MEMORIAL FUND - Established in memory of the Rev. John W. Tysse, Hope alumnus and Reformed Church pastor, this fund recognizes the contribution of small churches and their ministers to Hope College and the denomination and provides aid to students from smaller congregations on the basis of financial need and evidence of potential.

ELISABETH KAY VANDER LUGT MEMORIAL FUND - A fund to provide a scholarship for a worthy student whose heritage and interest relate to our historic Reformed Church tradition.

KATHRYN VAN GROUW SCHOLARSHIP - A fund to provide scholarship aid for a needy student who is preparing for full-time church work.

FRANCES H. VAN ZANDT SCHOLARSHIP - A fund to provide a scholarship for a worthy student preparing for the Christian ministry.

G. JOHN VAN ZOEREN SCHOLARSHIP - A fund to provide scholarship aid for worthy students.

THE JAMES T. VENEKLASSEN SCHOLARSHIP - This scholarship is awarded annually to a student who demonstrated excellence in Christian leadership. This endowed fund was established in 1974 by Mrs. Ann S. Veneklassen in loving memory of her husband, James T. Veneklassen.

THE WILLIAM J. WESTVEER SCHOLARSHIP FUND - A fund to provide scholarship aid for worthy students facing financial need. Established by Maud G. Westveer, Willard M. Westveer and Mrs. Henry Steffens.

WOMEN'S LEAGUE SCHOLARSHIP FUND - A fund to provide scholarships for needy students from the Reformed Church in America.

JOHN D. WITZEL SCHOLARSHIP - A fund to provide aid to worthy students. Established in memory of Mr. John D. Witzel by the L.N. & Grace Q. Vedder Foundation.

Special Departmental Scholarships

Art

THE HOLLAND COUNCIL FOR THE ARTS SCHOLARSHIP - A cash award of \$300 will be given to a promising major in the Art Department. The Holland Council for the Arts is founded for the purpose of sponsoring and encouraging cultural and educational activities in the Holland and surrounding areas. Deadline for applications for this scholarship is April 15th.

THE STANLEY HARRINGTON ART SCHOLARSHIP - Awarded to a promising major in the Art Department, approximately \$100 intended for the purpose of research materials. The Stanley Harrington Art Scholarship is established by friends, stu-

Financial Aid to Students

dents and family in memory of Mr. Harrington, a professor in the Art Department of Hope College from 1964 to 1968.

HERREL GEORGE THOMAS MEMORIAL SCHOLARSHIP - A fund to provide an annual \$1,000 scholarship to assist a HOPE student majoring in Art. The award is made to a student with a particular interest in Early American art whenever possible.

Chemistry

Several corporations and foundations have granted funds to be used as summer research fellowships for students who will make chemistry their profession. Awards are made on the basis of ability. Interested students should consult the chairman of the Chemistry Department.

THE JAECKER CHEMISTRY SCHOLARSHIP - Established by the Harry C. Jaecker, Jr. family, this endowed scholarship is to be used to assist worthy students as designated by Hope College.

RESEARCH ASSISTANTSHIPS - A number of chemistry faculty members have available research assistantships for students to support part-time research during the academic year and full-time research during the summer.

Education

MARGUERITE E. KINKEMA MEMORIAL FUND - A financial resource administered by the Education Department and used for the development of personnel and programs in the field of special education.

THE LOUIS AND HELEN PADNOS COMMUNITY EDUCATION FUND - Promotes and fosters creative programs and projects that will further the excellence of the entire educational system of the Holland community. It makes possible such projects as seminars on new ideas in education, pilot programs in foreign language instruction, enrichment seminars for interested high school seniors and encouragement of student projects in specific areas.

Languages

FRENCH SCHOLARSHIP-ASSISTANTSHIP - Awarded each year to a qualified native speaker of French. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Department of Foreign Languages and Literatures.

GERMAN SCHOLARSHIP-ASSISTANTSHIP - Awarded each year to a qualified native speaker of German. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Department of Foreign Languages and Literatures.

SPANISH SCHOLARSHIP-ASSISTANTSHIP - Awarded each year to a qualified native speaker of Spanish. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Department of Foreign Languages and Literatures.

Music

FRESHMAN MUSIC AWARDS - Given each year to entering freshmen in the applied music fields of Piano, Voice, Instrument and Organ. Awards are awarded on the basis of an audition by means of a tape recording. Audition tapes must be submitted by March 1. Additional information can be secured by writing to the head of the Music Department.

Financial Aid to Students

GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE - Awarded each year to the Junior or Senior music student who, in the opinion of the Music Faculty, has proved himself worthy of such a scholarship under the following conditions:

- a. He has been in residence at Hope College for one year.
- b. He maintains a good general academic record during the year the scholarship is granted and does superior work in his applied music field. Failure to do so means immediate termination of the scholarship.

The scholarship is for one thirty-minute lesson per week throughout the year. A student may receive the scholarship for one year only.

MABEL R. NIENHUIS MEMORIAL FUND - An endowment fund established in memory of Mabel R. Nienhuis to provide annual support for the Music Department. Awards in applied music given to three music majors, who at the close of their Freshman year receive the highest rating in their jury examinations. One award each will be given in the areas of keyboard, voice and instrumental music to be used for the applied music fees during the sophomore year.

CLARYCE ROZEBOOM MEMORIAL SCHOLARSHIP IN ORGAN - Awarded to a member of the Junior or Senior class on the same basis as the Browning Scholarship in Voice.

SCHOLARSHIP IN PIANO - An award made to a member of the Junior or Senior class on the same basis as the Browning Scholarship in Voice.

SCHOLARSHIP IN INSTRUMENTS - An award made to a member of the Junior or Senior class on the same basis as the Browning Scholarship in Voice.

Physics

RESEARCH ASSISTANTSHIPS - Fulltime summer research assistantships are available to students on the basis of ability.

Psychology

CHRISTOPHER JAMES STRINGER MEMORIAL AWARD - An award to a deserving junior or senior selected by the psychology department staff as showing promise of becoming an outstanding psychology student.

Religion

RELIGION SCHOLARSHIP AND ENDOWMENT FUND - A fund administered by the Religion Department for the awarding of scholarships, teaching fellowships and Biblical research grants to superior students contemplating church vocations.

CLARENCE VAN ESS CHRISTIAN EDUCATION ENDOWMENT FUND - A fund established by Clarence Van Ess to provide annual awards to superior students preparing for the Christian ministry. The fund is administered and selections made by the Religion department.

Hope College Educational Loans

THE HENRY STRONG EDUCATIONAL FOUNDATION - Provides funds to undergraduate Juniors and Seniors. Interest at the rate of 3% begins to accrue at graduation and repayment is at a specified rate covering a period of four years after graduation.

THE JOHN DYKEMA LOAN FUND - This student loan fund is designed for students who demonstrate excessive need and who may be forced to discontinue

Financial Aid to Students

their studies without the use of such funds. Grades are not to be a determining factor in awarding these loans. Established by Susan M. Dykema.

THE BING CROSBY LOAN FUND - This is a loan program established by the Trustees of the Bing Crosby Youth Fund, for deserving students who are in need of financial assistance to complete their education. The money is to be loaned to students having satisfactorily completed their freshman year.

THE FLOYD LONG LOAN FUND - This institutionally operated loan program was established to help meet the educational expenses of Hope students who demonstrate financial need and show academic promise.

JANET ALBERS YONKMAN LOAN FUND - This fund is to be a Student Loan Fund, all loans to be made to students whose scholarship record and potential suggests that they will pursue successful academic careers at and be graduated from Hope College. Primary consideration will be given to music students, but the fund is open to application by all interested students. Loans will be made to worthy, deserving, and responsible students who have given evidence of leadership potential and who have financial need.

SKILLMAN LOAN - This fund created by the Skillman Foundation for deserving students in need of loan assistance.

NOYES LOAN - This fund created by the Jessie Smith Noyes Foundation for deserving students in need of loan assistance.

MARY VANKAMPEN MEMORIAL LOAN FUND - This institutionally operated loan program was established to assist students in need of funds to purchase textbooks. The money is to be loaned without interest for a maximum period of one year. This short-term loan program is limited to students who demonstrate financial need and the ability to repay the loan from campus or summer employment.

Hope College Campus Employment

Limited opportunities for part-time employment on campus and in the community exist for students who need to be partially self-supporting while at college. The Financial Aids Office seeks to locate and assign part-time jobs to students most in need of self-help. It cannot, however, guarantee job assignments to all students applying.

Specific job commitments are made in late summer to students who earlier had been promised Campus Employment. The current minimum hourly pay rate is \$2.20. The amount awarded is for the entire year, approximately one half of which can be earned each semester. Since the student is paid directly semimonthly on the basis of hours worked, the estimated dollar value is not credited to the student's account at the beginning of the semester. *Renewal:* Those who are recommended by their supervisors and who continue to demonstrate financial need. A renewal employment application must be submitted each spring. Some campus employment is partially funded through the Federal College Work-Study Program.

Students needing employment for a particular school year should file applications on the available Student Employment Application Forms. Returning students can obtain these forms from the Office of Financial Aid. New students should submit inquiries to the Director of Financial Aid.

The college recommends that a student whose academic record falls below a C average in a given semester should refrain from part-time employment until his academic record is C average or higher. If he must carry a considerable work program along with his studies, he is advised to reduce his academic load.

Financial Aid to Students

Federal Financial Aid

NATIONAL DIRECT (DEFENSE) STUDENT LOAN - Range: \$100-\$1,000. This federal loan program is limited to permanent residents of the United States, who demonstrate financial need. No interest accrues nor is repayment required while the student carries at least a half-time academic load at any institution of higher education. Repayment is required within a 10 year period following the termination of student status. The interest rate is a simple annual 3% on the unpaid balance. Students who enter the teaching profession may receive partial or entire cancellations of principal and interest. Partial cancellations are also available for military service. *Renewal:* Continued financial need and adequate federal funding.

SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT - Range: \$200-\$1,000. S.E.O.G.'s are awarded to students who demonstrate excessive need, based upon family income and the expected contribution by the parents to the student's educational expenses. This program is funded by the federal government and the grants need not be repaid. *Renewal:* Continued financial need according to federal guidelines providing adequate federal funding continues.

BASIC EDUCATIONAL OPPORTUNITY GRANT - This federal grant program was created by the Educational Amendment of 1972 and began in 1973-74. Limited federal appropriations will mean that maximum grants will be approximately \$900. A separate application is required and may be picked up at high schools, colleges and libraries. The grant is based on financial need and current regulations limit the funds to students with exceptional need. *Renewal:* A renewal application is required each year. Continued financial need based on federal regulations must be demonstrated.

COLLEGE WORK-STUDY - The College Work-Study Program was created as a part of the Economic Opportunity Act of 1964. Federal funds are used to subsidize part of each eligible student's salary. Eligibility is based on financial need as determined from the financial statement. Priority is given to students with exceptional need.

GUARANTEED STUDENT LOAN - This is a federally insured loan program available in all states. In most cases a state agency is the guarantee agent. Students must make application to their hometown bank and materials are available there. The maximum loan is \$2,500 (although many states limit loans to \$1,500) and the interest rate is 7%. If a student meets the interest subsidy requirement by establishing need on a financial statement, the state agency pays the interest while the student is in school. Payment on the principal is deferred until graduation. See your bank for more detail and application materials.

State Aid

Nearly one-half of the states now have scholarship or grant programs, but most states do not allow funds to be used out of their state. New Jersey and Pennsylvania are exceptions.

MICHIGAN TUITION GRANTS - Gift aid is available to Michigan residents attending private colleges in the state full time. The maximum award is \$1,200 per year and is based on financial need only. No examination is required. Application is made directly to the State. See your counselor for more details.

MICHIGAN COMPETITIVE SCHOLARSHIPS - Gift aid is available to Michigan residents attending either private or public colleges in the state full-time. A qualifying score must be achieved on the Competitive Test and financial need must be es-

Financial Aid to Students

established. The maximum award is \$1,200 per year (or full tuition at public colleges) and application materials are sent by the State to qualifying students. See your counselor for test dates and additional information.

Special Note: Students are not eligible to receive both Michigan Tuition Grants and Michigan Competitive Scholarships.

STUDENT EXPENSES ACADEMIC YEAR 1976-77

General Fees: 1

	Per Semester	Academic Year
Tuition	\$1,295.00	\$2,590.00
Board - 21 meals per week ²	367.50	735.00
Room ³	267.50	535.00
Activity Fee	12.50	25.00
Total	<u>\$1,942.50</u>	<u>\$3,885.00</u>

Laboratory Fees: Certain science, art, theatre, language, and physical education courses require payment of modest laboratory fees to cover costs for special materials and activities provided during course instruction. These fees range from \$5 to \$75 per course.

Applied Music⁴

Organ, Piano, Voice or Instrument - one thirty minute lesson a week for one semester.	2 hrs. credit	\$ 50.00
A forty-five minute lesson a week for one semester	3 hrs. credit	75.00
Class instruction in Voice, Piano, or Instrument for one semester		25.00

Special Fees:

Application (paid by each student upon application for admission)	\$ 10.00
Late Registration	10.00
Diploma	16.00
Enrollment Deposit (\$50 applied against general fees, \$50 used as a deposit refundable upon graduation or withdrawal)	100.00
Tuition above normal 16-hour load (per credit hour)	40.00
Tuition below 12-hour load (per credit hour)	75.00
Audit (per semester hour)	25.00
Tutorial (per credit hour) - by special arrangement	90.00
Late Payment Service Charge	10.00
Linen Service for one semesters (optional)	16.00

1. The College has the right to increase the tuition, room, and board fees at any time it finds it necessary to do so.
2. Other board options are: 15 meal plan: \$675.00, 10 meal plan: \$575.00
3. All rooms in college housing are contracted for the college year. Single rooms will be made available if space permits at an additional charge.
4. Fees for Applied Music and Class Instruction are in addition to the normal credit hour charge. However, if a student is enrolled in over sixteen credit hours of instruction including Applied Music, he will not be charged additional tuition for the hours over sixteen.
5. Linen service is optional and can be contracted for both semesters at \$30.00.

Student Expenses

Payment of College Bills: 1

All bills are normally due and payable in advance of registration for each semester. Bills will be rendered in advance and payments should be directed to the Student Accounts Office. Special requests for delayed payments must be made to the Student Accounts Office 30 days prior to the start of the semester. Approval may be granted if unusual financial problems exist. A service charge of \$10.00 is made on all accounts not paid in full by scheduled dates approved by the college.

In accordance with standard practice at colleges and universities, students are required to make satisfactory arrangements with the Student Accounts Office for the settlement of all financial obligations before final examinations, graduation, the issuance of transcripts, or registration for a succeeding term.

Refunds: 2

Contractual arrangements with members of the faculty and staff, and other provisions for education and residence, are made by the college for an entire year in advance to accommodate each registered student for the full academic year; therefore, should a student withdraw before the end of a semester the following rules will apply:

1. **ROOM REFUNDS** for those students officially withdrawing from college will be prorated.
2. **BOARD REFUNDS** for students officially withdrawing from college will be prorated. No changes in boarding plans may occur after student I.D.'s have been made. Any requests for a late change in board plan should be directed to the Dean of Students Office for consideration.
3. **TUITION REFUNDS** for students who officially withdraw from college, are suspended, or adjust schedules during the course of the semester will be computed from the beginning of the week of registration as follows:

FALL SEMESTER 1976 -

Sept. 6, 1976 through Sept. 10, 1976
Sept. 13, 1976 through Sept. 17, 1976
Sept. 20, 1976 through Sept. 24, 1976
After Sept. 27, 1976

75% Tuition will be refunded
50% Tuition will be refunded
25% Tuition will be refunded
NO REFUND

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SPRING SEMESTER 1977 -

Jan. 17, 1977 through Jan. 21, 1977
Jan. 24, 1977 through Jan. 28, 1977
Jan. 30, 1977 through Feb. 4, 1977
After Feb. 7, 1977

75% Tuition will be refunded
50% Tuition will be refunded
25% Tuition will be refunded
NO REFUND

1. Special arrangements for payment of part of your college expenses over an extended period can be made by contracting with The Tuition Plan, Concord, New Hampshire 03301, or E.F.I., Suite 3200, Prudential Plaza, Chicago, Illinois 60601. Arrangements with the private companies should be completed in advance of the planned enrollment date. Additional information may be obtained by requesting a brochure from either company.
2. Failure to complete a non-returning student form prior to the start of the succeeding semester will result in the forfeiture of the \$50.00 Enrollment Deposit. See Page 80 for more information regarding withdrawal and non-returning procedures.

THE DEGREE PROGRAM

The curricular program is based on the concept of four academic years of college work leading to the Bachelor of Arts or Bachelor of Music degree. This program is designed to challenge students to explore the broad range of human experience and also to probe deeply into a limited segment of that experience.

The Hope College curriculum requirements are divided into two areas: the Core Curriculum and the Academic Major. The Core Curriculum is designed primarily to enable each student to acquire a broad understanding of various aspects of human activity which will enlarge his comprehension of the world in which he lives, help him in disciplining his mind, and assist him in developing a vital Christian philosophy.

The Academic Major requirement is aimed primarily at ensuring that each student focuses his intellectual endeavors on an area of his special interest and competence, in order to acquire the special skills and knowledge needed to contribute in a significant way to the betterment of humanity.

Taken together the Core Curriculum and the Academic Major, along with the various professional sequences, are the curricular means whereby the College seeks to fulfill its two major responsibilities, those of stimulating the growth of the individual as a person and of preparing the individual to take his place as a responsible and competent Christian world citizen.

I. THE OBJECTIVES OF THE CURRICULUM AT HOPE COLLEGE

The course offerings of Hope College are designed to promote in the student the following basic attributes of a liberally educated person:

- A. The ability to understand, evaluate and communicate ideas.
- B. A broadened awareness.
- C. The ability to engage in intensive study.
- D. A sense of interrelatedness of knowledge, experience and responsibility.

The curricular requirements established for the bachelor's degree are designed to ensure that the student addresses himself to all of these objectives.

II. REQUIREMENTS FOR THE BACHELOR'S DEGREE

A. The Core Curriculum

1. Introduction to Liberal Studies

A seven semester-hour sequence required of all freshmen. This sequence aims to raise to a more significant level interest in and concern for exploring the basic human questions that every adult faces, and to provide a rationale for the educational requirements the Hope student will face and an understanding of the liberal values of his study. Finally, it seeks to develop his skill in expressing his reflections on such questions clearly, forcefully, and in orderly fashion in speech and writing. The sequence consists of English 113 and IDS 113.

2. Cultural Heritage

An eleven or twelve semester hour block of course work drawn from at least three different departments. This block is designed to help the student, first, to become more aware of some of the best that has been thought and expressed in the world, especially the works of creative writers, artists and thinkers; secondly, to become more adept at experiencing works of art with comprehension and enjoyment; and thirdly to discover, by examining a segment of human history, the ways in which man's actions have been shaped by events and environment and the ways in

The Degree Program

which he has tried to shape his life and environment in the direction of his needs and goals.

To meet these objectives, the student must elect:

- a. A six-hour sequence in which he examines important segments of our cultural heritage. The currently possible sequence is English 231-232 or authorized substitutions. For English 231, Classics 205 or 207 may be substituted. For English 232, English 301, 302, 305, 312, French 200 or 370, German 200 or 370, Russian 200, or Spanish 200 or 370 may be substituted.*
- b. Three hours of course work from the following courses in the Fine Arts: Art 161, Music 101, Theatre 101.
- c. Three hours of course work from the following courses in human history: History 130, 131, 150, 151.*

3. Social Science

A six semester-hour block designed to help the student understand the structure and functions of the major institutions of society and the major patterns of human behavior, and to bring these understandings to bear upon the problems and decisions required to live in the community.

One course must be chosen from the economics or political science areas - approved selections: Economics 201 and Political Science 101; and one course from the communication, psychology, or sociology areas - approved selections: Communication 101, Psychology 100, and Sociology 101 or 151.

4. Natural Science

An eight semester-hour block, the purpose of which is to deepen the student's understanding of the scientific interpretation of the natural world, to explore the aims, methods, limitations and moral implications of the scientific enterprise and to study the influence of science and technology on society and man's environment.

At least one of the courses must include the equivalent of a full semester of laboratory. The following courses are available provided the student has the necessary prerequisites: Biology 101, 102, 111**, 112**, 217, 218, 245; Chemistry 101, 102, 105, 111*, 113, 114, 121*, 246; Geology 101, 102, 108, 109, 115, 116, 117, 201, 246; Physics 111, 112, 113, 114, 211, 215, 245; 121**, 191**, 122**, 192**, 223**, 193**. The student is encouraged to complete this requirement by taking courses in more than one department.

Students enrolled in the elementary teacher education program are expected to fulfill their science requirement by taking the science sequence designed for prospective teachers (Biology, Physics 245 and Chemistry, Geology 246). Exclusion from this requirement may only be made with the permission of the Chairman of the Education Department.

5. Mathematics

A three semester-hour requirement designed to explore the nature and structure of mathematics and its practical application to various fields of human endeavor.

*IDS 231-232 - Studies in Western Civilization - an eight-hour sequence, designed and taught by staff of the history and English Departments, may be elected to fulfill sections a and c of the block.

**represents a course designed for science majors.

The Degree Program

Students may select any course(s) from the offerings of the Mathematics Department. The following are recommended:

- a. For students who intend to pursue an academic program for which calculus is essential: Math 130 or 133.
- b. For students interested in the social sciences: Math 180, 210, 215 or 216.
- c. For prospective elementary school teachers: Math 205 or 206.
- d. For students who wish to gain understanding of the nature of Mathematics: Math 100.

Students who enter Hope with a superior high school background in mathematics can fulfill the mathematics requirement by demonstrating proficiency at the college pre-calculus level. Students choosing this option must contact the chairman of the Mathematics Department and demonstrate the required proficiency.

6. Foreign Cultural Studies

A sequence involving nine semester-hours or less of course work depending upon the proficiency of the student in a foreign language. The purpose of the requirement is to increase the student's ability to communicate in a language other than his own, to deepen his understanding of the structure and role of language and to develop his appreciation of the culture of other peoples.

Four options can be exercised to satisfy the requirement.

Option 1

- a. Demonstrated one-year college level proficiency, to be demonstrated in one of the following three ways:
 - i. placement in Hope's 200 course level on the basis of a placement test, normally taken when the student enrolls for the first time at Hope College;
 - ii. presentation of a minimum score of 550 on a CEEB Foreign Language Achievement Test (The Reading-Listening Test, if possible), normally taken during junior or senior year in high school;
 - iii. successful completion of courses numbered 112, 131, or 172.
- b. Successful completion of any three hour course (other than 100 level courses in language of demonstrated proficiency) offered by the Department of Foreign Languages and Literature, for which the student has the necessary prerequisite, preferably in the language area of demonstrated proficiency.

Option 2

Demonstrated one-year college level proficiency in each of two foreign languages. See above for definition of proficiency.

Option 3

Demonstrated two-year college level proficiency in one foreign language. Two-year college level proficiency may be demonstrated by one of the following:

- a. Placement in Hope's 300 course level on the basis of a placement test,
- b. Presentation of a minimum score of 650 on a CEEB Foreign

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Language Achievement Test (The Reading-Listening Test, if possible).

Option 4.

One semester of concentrated study of a foreign language in a country where that language is an official language and under the auspices of a foreign study program recognized by the College and approved by the chairman of the Department of Foreign Languages and Literatures. A student who speaks a language other than English natively is exempted from the Foreign Cultural Studies Graduation requirement.

7. Religion

A six semester hour block (three hours for Junior and Senior transfers) designed to aid the student to develop a mature understanding of the Judeo-Christian tradition, to acquaint him with the methodological tools used in the study of religion, and to sharpen his ability to evaluate his own religious commitments and assist him in evolving an integrated world view.

Three hours are to be elected from the Basic Studies in Religion: 110, 120, 130 or 140. The remaining three hours are to be drawn from the upper level religion courses, allowing for those exceptions where additional prerequisites are listed. A waiver of three hours in the religion requirement is open to students who successfully demonstrate, through examination and interview, their knowledge and understanding of religion as an academic discipline.

8. Physical Education

A two semester-hour time block designed to improve the student's playing skills and physical fitness, and to develop recreational skills and interests which can be carried over into later life.

Two courses in Physical Education activities are required. Students may enroll in additional activities courses, but a total of only four credit hours in activities (including the two in the Core) may be counted towards the 126 hour graduation requirement.

9. Senior Seminar

A three semester-hour course to be taken either semester of the senior year. Through personal assessment of one's education and life view, the Senior Seminar is intended to serve as the capstone to an education at Hope College. The Seminars are designed to help the student 1) consider how the Christian faith can inform a philosophy for living, 2) articulate his philosophy for living in a coherent, disciplined, yet personal way, 3) provide an opportunity to understand secular contemporary values in Christian perspective.

Students may elect from the courses listed in the Senior Seminar section of the curriculum.

B. The Major Programs

A student may apply for acceptance in a major program any time after the completion of his first semester of college work. Criteria for acceptance to a major program vary by department. Departmental criteria are listed in the forward to the department's course offerings.

Normally, a student makes his major choice by the end of his sophomore year. Every student must, however, be accepted as a major in a department by the time he obtains senior status (94 semester hours). If a student has not

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been accepted as a major by this time, he either will be asked to withdraw from the College or will be allowed to enroll for one additional semester under the probationary condition that he reach a decision for a major and be accepted as a major by the end of his seventh semester (approximately 110 semester hours). No student will be permitted to enroll for a final semester who has not been accepted as a major and no student will be graduated from Hope College who has not spent at least one full semester (12 semester hours or more) of study subsequent to acceptance as a major.

The bachelor degree requires the successful completion of a major program. The Bachelor of Arts degree may be earned in thirty-four fields of major concentration: art, biology, business administration, chemistry, classical languages, communication, computer science, economics, engineering science, English, French, geology, geophysics, German, history, humanities, language arts, Latin, mathematics, music, literature and history, music theory, philosophy, physical education, physics, political science, psychology, religion, science, social studies, sociology, Spanish, and/or theatre. The Bachelor of Music degree may be earned in performance, vocal music education, and/or instrumental music education.

1. The Departmental Major

The departmental major is the most common means by which Hope's students engage in intensive, in-depth study in one field of knowledge. Normally, a student by the end of his sophomore year is expected to choose a field of concentrated study.

Procedure for applying for a Departmental Major - Upon deciding in what department he will major, and after consultation with his faculty advisor, a student will make application to the Chairman of the Department in which he plans to major. Every student is required to submit a completed form, obtainable at the Records Office, to the Chairman of the Department. The Chairman, in consultation with other members of the department, will review the student's past academic performance and admit him to the departmental's major program. Upon acceptance the Chairman will assign the student to a departmental faculty advisor who, in turn, will assist the student in working out his academic program. The student should familiarize himself with the specific requirements of his major department as stated in the course listing section of this *Catalog*. The student must meet all departmental requirements for the major in order to graduate from the College.

2. The Composite Major

The composite major is an alternative to the departmental major. While the composite major seeks to fulfill the same objectives as the departmental major, namely, the ability to engage in intensive, in-depth scholarly inquiry, the composite major allows for special alignment of courses from several departments to fulfill a particular academic or vocational objective. The composite major is just as rigorous as a department major but it allows the tailoring of an academic program to a field or topic of inquiry other than a departmental field.

Guidelines for the Composite Major - The following guidelines are established for those contemplating a composite major and for those responsible for approving such a major:

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1. The applicant must present a rationale for his composite major. This must include a definition of his field of inquiry. This field must be more specific than a random collection of courses from several departments in the same division.
2. The composite major should consist of at least 36 credit hours of course work aimed at providing depth in the defined field of inquiry.
3. Of these hours, at least half should be in courses that are not elementary but upperlevel courses (normally courses numbered over 300).
4. As for all applications for majors, the request for a composite major should be made at the close of the sophomore year, and certainly no later than three semesters prior to graduation. Upon acceptance the student will be assigned a major advisor who, in consultation with the student, has responsibility for determining the specific course sequence that must be followed to complete the major, and who certifies to the Registrar that the major has been completed.

Procedures for Application and Acceptance of the Composite Major

1. A student wishing to apply shall secure a composite major application form at the Registrar's Office. This form will include the Guideline statement adopted by the Academic Affairs Board.
2. He shall submit the completed form (which includes a definition of the field of inquiry and the reasons for wishing to take a composite major) to the Registrar who will forward copies of the application to the Composite Major Committee.
3. The Composite Major Committee shall consist of a divisional dean (chairman) and two ad hoc faculty members invited to review a particular application. One of the ad hoc faculty members shall serve as the student's academic advisor when the application is approved.

THE COMPOSITE MAJOR FOR THE EDUCATION STUDENT - Education students planning to seek certification in Elementary Education and not intending to major in one department should plan to follow one of the composite programs already approved. Such a student should consult with the Department of Education by the end of his sophomore year. The composite major leading to certification in Elementary Education consists of a minimum of 36 hours in related academic fields and requires a concentration of at least 18 hours in one academic field. At present, the following composite majors are approved:

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Language Arts (Communication, English Language, Foreign Languages,
Focus is on languages as a communicating art).

Humanities (Literature, Art, Music).

Social Studies (History, Political Science, Sociology, Economics, Geography).

Science (Biology, Chemistry, Geology, Mathematics, Physics).

PSYCHOLOGY-SOCIOLOGY MAJOR is designed for students who are intending to enter professions which require intimate contact with humans and affects human welfare. The major builds upon a broad liberal arts base and examines: 1) the philosophies of social welfare; 2) various theoretical perspectives of Psychology, Sociology, and Anthropology; and 3) the complementarity utility, and integrative properties of the various theoretical perspectives relative to their contributions for

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human and social welfare.

Requirements include: Psychology 100 or 200, 230, 260, 270 or 300, 370, 380 or 410.

Sociology 101, 102, 151, 232, 241, 242 or 312, 442.

It is strongly recommended that the student take Mathematics 215 and 216 (alternative Mathematics 210) for the College mathematics requirement, and Animal Biology or Human Ecology and Principles of Heredity for part of the requirement in science.

Elementary education students can substitute Ed. 330 for Psych. 300 if they wish. Sociology 443 or 446 is recommended for students desiring a supervised field experience in the area of social work.

Students contemplating this major should consult with the Sociology or Psychology Department by the end of their sophomore year.

Also see "Social Work" listed under pre-professional programs, pg. 241.

THE GEOLOGY-PHYSICS COMPOSITE MAJOR is an integrated curriculum designed to prepare students who are planning to follow a graduate career in geophysics.

Required Courses:

Geology: 101 or 201, 231, 232, 251, 255 and 336

Mathematics: 131, 132, 230

Physics: 121, 122, 223, (or 191, 192, 293), 232, 241, 242, 381, 382

Three additional courses are required; at least one in the Geology Department and one in Physics. These courses are:

Geology: 334, 371, 453

Physics: 288, 342, 352, 361, 362, 371

Students contemplating the geophysics major should consult with the Chairmen of the Geology and the Physics Departments for additional information.

C. Semester Hours and Quality Points

A student to be eligible for graduation must pass all college required courses and must present a minimum of one hundred twenty-six (126) credit hours of college work. The grade average of all his course work must be 2.0 or higher.

D. Residence Requirement

Under normal circumstances, the final 30 semester hours of the Hope College degree program must be completed at Hope College or in an off-campus program sponsored by Hope College. This latter category would include the Great Lakes Colleges Association programs, and those of the Institute for European Studies. In certain individual cases, an exception may be granted through the following procedure:

1. The Registrar, in consultation with the student's department chairman and divisional dean, may approve the taking of a maximum of 15 semester hours of the final 30 at another educational institution.
2. If the student seeks permission to complete his entire senior year at another educational institution, approval must be given by both the Student Standing and Appeals Committee and a divisional dean. Such requests should be submitted to the Registrar who will forward each request to the appropriate persons.
3. In both of the above exceptions, approval must be granted in advance of

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the student's enrollment in the other institution and all Hope College academic requirements must be completed by the graduation date. No student will be graduated from Hope College who has not spent a minimum of one full academic year as a full-time student on the Hope College home campus during the period in which he has junior or senior standing.

III. THE CONTRACT CURRICULUM

The curricular design for the A.B. degree at Hope College, as previously outlined, may not be appropriate for all students. Beginning in the fall of 1972, another curricular program of limited enrollment was established. The Contract Curriculum is an alternative program for achieving the educational objectives of the College. The Contract Curriculum may replace both the general college requirements and the requirements for the major.

The Contract Curriculum rests on several assumptions. First, there are some students who are not only capable of, but also eager for more self-determination in their education. Second, the current presupposition that students ought to learn broadly at first and then proceed to greater and greater specialization is not necessarily valid for all students. In fact, the inverse of that academic pyramid might be more productive with some students. For some, concentrated studies in the sophomore year in one academic area might be a better approach to the ultimate achievement of the college's educational objectives. Because of the new horizons opened by concentration, intensive study may serve as a more effective tool than the present "Introduction to—" courses in creating the desire for investigation of other areas. Finally, the Contract Curriculum is not to be considered as an honors program. No minimum grade point average shall be established as a prerequisite for the acceptance into the contract curriculum.

To implement this Contract Curriculum proposal, the following guidelines are required to be followed by students and faculty:

1. In order to be admitted into the Contract Curriculum program, a student must have completed two semesters of full-time study (minimally 24 hours) at Hope College. However, a student may apply and complete all preliminary steps for admission to the program at any time after the mid-term point of the semester in which he will complete a minimum of 24 semester hours taken at Hope College. (Action on his application will be deferred until he has completed the 24 hour requirement.)
2. It will be the responsibility of the student to provide concrete evidence that he is able and both sufficiently responsible and motivated to pursue such an independent program. (The evidence shall include his past academic record, letters of recommendation, an interview and other appropriate support.) A student entering the Contract Curriculum must accept the contract as his full-time academic program for that semester.
3. The student must seek out one faculty member who will act as his mentor for a period normally not to exceed two semesters. The mentor is to be chosen from a list of faculty members who volunteer to serve with the approval of the Provost. The student and the mentor will propose a contract which outlines the course of study.
4. The writing of the contract is of crucial importance and care must be taken to make it as comprehensive as possible. The contract shall state the educational objectives and means for carrying them out, provide criteria for evaluation, acknowledge educational risks involved, and make

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provisions for "statements of progress" to the faculty Contract Committee which may include oral examinations and/or the presentation of papers or special projects.

5. The written contract shall be submitted to the Registrar who will forward the contract to a Faculty Contract Committee composed of a divisional dean, one faculty member appointed by the Provost who will serve as chairman of the committee, and two faculty members selected by the student and his or her mentor. The Faculty Contract Committee will evaluate the contract in light of the educational objectives stated above in item 4 and grant approval based upon additional criteria designed to maximize the possibility of the student's successful completion of the contract.
6. Academic credit for students involved in the Contract Curriculum will be recorded on the student's transcript in any of the three following ways:
 - a. As independent study in an existing department;
 - b. As an IDS course specifically designated to cover contract curriculum programs;
 - c. As a course already in existence in the *Catalog*.

In the last instance, the student may arrange with the instructor to fulfill the objectives of the course on an individualized or independent basis. This crediting procedure is not an implicit recommendation that the Contract Curriculum be designed only as a realignment or novel juggling of existing courses. Rather, it is intended to provide a means for recording and assessing the student's effort and, at the same time, translate the student's program into terms meaningful to other institutions who evaluate Hope's transcripts. Provided the student thoroughly understands the risks involved, any or all of the credits may be recorded as Pass or Fail if the Contract Committee so agrees. However, a student under the Contract Curriculum may request conventional grades in some or all aspects of his program. The Chairman of the Faculty Contract Committee shall designate the faculty members (or others) who will assign grades for the student's permanent record.

7. The Faculty Contract Committee, having periodically evaluated the student's progress, will certify the fulfillment of the contract according to the terms proposed therein. Such certification might include written and oral examinations.
8. The period of the contract shall be no less than a semester in duration and may extend to the time of graduation. If the contract shall extend to the time of graduation, which could be as long as three years, the Faculty Contract Committee will have full power and responsibility to determine whether the student's work fulfills the requirements for the Bachelor's degree and whether the student has adequately reached the objectives to receive that degree.
9. Should a student decide to terminate his contract before the time of its fulfillment or at the end of any semester prior to graduation, the Faculty Contract Committee will have the final decision as to how many credit hours of work have been completed and where they shall be applied to the curriculum, after consulting with the chairman of the appropriate departments.
10. Faculty members volunteering to serve as mentors will be expected to do so as a part of their normal responsibilities. The faculty member will consult with his chairman and with his Divisional Dean on the matter of faculty work load.
11. Special contract applications, registration and credit evaluation forms

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shall be provided by the Registrar's Office: Students electing to follow the Contract Curriculum approach will be assessed a special non-refundable registration fee each semester they register under the contract program.

12. The Provost will publish each academic year a catalog in permanent format describing each contract proposal approved by the college. The catalog description for each contract shall also include the following:
 - a) a clear statement as to how the objectives in paragraph 4 above have been carried out;
 - b) the names of the mentor, Contract Committee and its chairman, and the student.
13. A Director of the Contract Curriculum Program will be appointed by the Provost. The Director's duties will include the drawing together of resource materials helpful to students, mentors and Contract Committee members in carrying out their respective roles; and he shall assume leadership in an on-going evaluation of the program.

IV. CLUSTER CURRICULA

It is possible for students with particular academic interests to organize some of their courses around programmatic themes. Such "clustering" of courses does not replace the major at Hope College. Rather, the "cluster" is a means of integrating a student's elective program. It is possible, however, that some courses in the "cluster" and some courses required for a major will be identical. The courses suggested below are in addition to "Independent Reading" Courses available to students in all Departments.

American Studies

Any course in American History

Any course in American Literature

Art 336	American Art
Economics 315	History of Western Capitalism
Economics 402	Comparative Economic Systems
Interdisciplinary Studies 337	Probing Values
Music 323	Wagner and the Twentieth Century
Philosophy 212	Early Modern Philosophy
Philosophy 310	Twentieth Century Philosophy
Political Science 211	American Political Party Development
Political Science 339	American Constitutional Law
Political Science 346	American Political Thought
Political Science 378	American Foreign Policy
Religion 140	Religion in Society
Religion 321	Religion in America
Religion 421	Studies in the Reformed-Presbyterian Tradition
Sociology 321	Social Movements
Theater 251	Development of the Cinema
Theater 253	Art of the Cinema
Theater 306	American Theater

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Environmental Studies

Students with a strong interest in environmental work are recommended to acquire a traditional major in one of the sciences, selecting with some care the electives and core requirement courses. An early start with the basic science program (fresh-

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man year chemistry, physics and math for example) will free significant amounts of time for research and project work during the junior and senior years. Several staff members have active, on-going efforts related to environmental situations. Some students' work is directed by two or three professors at one time; all environmental work remains inter-disciplinary via periodic research seminars, often with governmental and industrial leaders in attendance.

Thus a student can find a well-tailored program acquiring a traditional major with an "environmental emphasis." The involvement of faculty and students in active research insures a broad base of awareness being acquired in an environmental project. Among the recommended courses above the basic science program are: Biology 218, Human Ecology; Geology 116, Oceanology and Limnology; Interdisciplinary Studies 337, Probing Values or 421, Science and Human Values; Psychology 495, Seminar in Environmental Psychology, and Sociology 311, World Population Problems. For more information contact Dr. Donald Williams, Coordinator of the Hope College Institute for Environmental Quality.

Minority Studies

Black Studies

Art 368	African Tribal Art
Economics 302	Monetary and Fiscal Theory and Policy
Education 500	Perspectives in Education
English 241	Black Literature
History 356	American Social History
History 450	Studies in American History
Interdisciplinary Studies 118	Studies in American Black Culture
Philadelphia Urban Semester	(See pgs. 172-173)
Sociology 151	Cultural Anthropology
Sociology 322	Race and Ethnic Relations
Sociology 312	Urban Sociology

Chicano Studies

Education 378	Teaching English as a 2nd or Foreign Language
History 450	Studies in American History
Spanish 250	The Hispanic World Today
Spanish 350	The Development of Hispanic Civilization
Spanish 478	Modern Spanish-American Literature

Urban Studies

Communication 450	Social Impact of Mass Communication
Economics 302	Monetary and Fiscal Theory and Policy
Economics 404	Economic Growth and Development
History 350	American Social History
History 430	Studies in European History
Interdisciplinary Studies 337	Probing Values
Philadelphia Urban Semester	(See pgs. 172-173)
Sociology 312	Urban Sociology

GENERAL ACADEMIC REGULATIONS

System of Grading

Each student receives a grade in his courses at the middle and at the close of the semester. The mid-semester grades, designed to give the student an indication of his progress, do not appear on a student's transcript.

The system of grades is as follows:

<i>Grade</i>	<i>Significance</i>	<i>Quality Points</i>
A	Superior	4.0 per sem. hr.
A-	Superior	3.7 per sem. hr.
B+	Good	3.3 per sem. hr.
B	Good	3.0 per sem. hr.
B-	Good	2.7 per sem. hr.
C+	Average	2.3 per sem. hr.
C	Average	2.0 per sem. hr.
C-	Average	1.7 per sem. hr.
D+	Weak but passing	1.3 per sem. hr.
D	Weak but passing	1.0 per sem. hr.
D-	Weak but passing	0.7 per sem. hr.
F	Failure	0.0 or nothing
P	Pass (Pass/Fail Option)	0.0 or nothing
i	Incomplete	
W	Withdrawal	
IP	In progress	

Quality points, the numerical equivalent of the letter grade, are used to determine the student's rank in class, academic honors, and academic warning, probation or suspension. By way of example, a student receiving an A, B, C, D, or F in a three-semester hour course earns 12, 9, 6, 3, or 0 quality points respectively. The number of earned quality points divided by the number of semester hours attempted (excluding "Pass" hours) establishes the quality point average (GPA) of a student. A quality (or grade) point average of 2.0 shall be required for graduation from Hope College.

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Incompletes

An incomplete (I) is given only when unusual circumstances beyond the control of the student prevent giving a specific grade. The "I" grade must be removed within six weeks after the close of the session in which the incomplete was given. If not removed within this time, the incomplete (I) becomes a failure (F). Degrees are not awarded to those students who have incomplete (I) grades. A degree candidate whose record shows an incomplete (I) grade(s) at the time of his requested degree date will be moved to the next degree date.

Academic Honesty

The Hope community is bound together by certain mutual trusts. Regarding scholarly activity, the primary and binding trust is that all scholarship shall be conducted according to the highest standards of honesty and personal integrity. All members shall share the common responsibility for upholding this trust.

Cheating and plagiarism are the two most obvious violations of academic honesty. In brief, plagiarism is the borrowing of ideas, words, organization, etc., from another

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source or person, and claiming them as original. Any specific questions of a student regarding the nature and various forms of plagiarism should be discussed with individual faculty members.

If any member of the community takes part or acquiesces to any form of cheating, plagiarism, or other academic dishonesty, he clearly demonstrates his lack of personal integrity and his disregard for this mutual trust of the community.

Such activity can result in failure of a specific assignment, an entire course or, if flagrant, dismissal from the College.

Academic Standing

PROBATION: The College requires that its degree students attain a minimum 2.0 cumulative grade point average for the awarding of the A.B. or B.Mus. degree. A student whose cumulative grade point average indicates that the accomplishment of the degree objective is in jeopardy is placed on academic probation. The following schedule applies:

0-32 sem. hrs. — below 1.6	cum. gpa — probation
33-50 sem. hrs. — below 1.7	cum. gpa — probation
51-65 sem. hrs. — below 1.8	cum. gpa — probation
66-79 sem. hrs. — below 1.9	cum. gpa — probation
80-95 sem. hrs. — below 1.95	cum. gpa — probation
96+ sem. hrs. — below 2.0	cum. gpa — probation

The student is informed by letter of his being placed on academic probation and a copy of this letter is sent to the student, the student's faculty advisor and to the student's parents or guardian.

ACADEMIC WARNING: Letters of academic warning are sent to all degree students whose semester grade point average for any particular semester falls below a 2.0.

DISMISSAL: A student may be dismissed from the degree program for academic reasons if, in the judgment of the College, such action is felt to be in the best interest of the student. Such action is possible for a student if he has been on probation for two succeeding semesters, his cumulative grade point average is significantly below the guidelines above, and his academic record shows no trend toward the improvement of his grade point average. A letter informing the student of his dismissal is sent by the Provost and a copy of this letter is sent to the student's faculty advisor and to the student's parents or guardian. The decision to dismiss a student for academic reasons may be appealed, if done so within ten days of receipt of the letter from the Provost, to the Student Standing and Appeals Committee.

If a student is dismissed from the degree program for academic reasons, the earliest he may apply for readmission to the degree program is one academic year from the date of his dismissal. At the time of his application for readmission, the student must present convincing evidence of his ability and desire to complete Hope's degree program. Opportunity may be given the student to demonstrate this ability and desire to complete the degree program by allowing him to enroll at Hope as a non-degree student.

A student experiencing academic difficulty is encouraged to seek help from his faculty advisor or from the College's staff. The College desires to aid the student in every way possible to attain his degree objective. Questions relative to academic standing may be addressed to the Registrar.

General Academic Regulations

Withdrawal from College

In order to assure himself of an honorable dismissal from college, a student withdrawing from college anytime during an academic term must obtain a withdrawal form from the office of the Dean of Students and have it signed by the Associate Dean of Students, the Provost, and the Business Office. No refunds will be given to a student until the above form is processed.

Non-Returning Students

Students who withdraw from the college after completing the semester in which they are currently enrolled must notify the College. All financial refunds will be withheld until the student submits a Non-Returning Student Form. Forms may be obtained at the Academic Records Office in Van Raalte Hall.

Repeating a Course

No grade may be removed from the student's permanent record but if a student wishes to raise his mark in a course, he may repeat any course at Hope. In computing the student's cumulative grade point average, the original course mark will be replaced by the grade in the repeated course and the record of the original attempt will remain part of the student's record for information purposes only. If the course to be repeated is required for graduation or for a major, it should be repeated the next time the course is offered. A Hope College course may not be repeated for credit at another college or university.

Change of Courses

Students are urged to study the course offerings carefully before registration so that their course program for a given semester need not be changed. The following limitations are placed on changing of courses:

ADDING AND DROPPING OF COURSES - Students may add and drop courses without academic penalty during the first two weeks of classes. Drop/Add forms can be obtained in the Academic Records Office in Van Raalte Hall.

WITHDRAWAL FROM COURSES - A student may withdraw from a course after consultation with his instructor and counselor within the first ten (10) weeks of the semester. After the end of the second week in the semester, the notation "W" will appear on his record. Courses withdrawn from after the ten-week period will ordinarily be recorded as failures.

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Pass/Fail Option

Each junior and senior, as a part of his regular quota of courses, is permitted to elect and designate in each semester one course for which he will be granted the usual academic credit but will have the grade of this course recorded on his permanent record as a "P" or an "F." This procedure has the following provisions:

1. A student must be enrolled as a full-time student (12 hours or more) in order to qualify for the pass-fail option.
2. The course designated must lie outside the student's major field. It may not be a required course, either by the Department of the student's major or by the College.
3. The student should perform the work, and otherwise fulfill all the regular requirements of the course to the satisfaction of the instructor - having done this, he will receive a "P" for pass, if not, an "F" for fail.
4. Any student wishing to elect a course under the pass-fail plan should com-

General Academic Regulations

plete the normal registration procedures and, within ten weeks following the completion of registration, should obtain a special pass-fail form from the Academic Records Office. The student will indicate the course which he wishes to elect on a pass-fail plan, have it approved by his academic advisor, who will be responsible for seeing that the course is not an all-college requirement. This form will then be returned to the Academic Records Office where change in designation of this single course from a grade to a pass-fail plan will be made. A student may not change a course either to or from a pass-fail designation at any time other than the period allowed for electing the pass-fail option.

5. The student will, during the semester, receive grades for his work in the course, but at the end, will receive on his record a "P" or an "F." Failures will be computed into the student's cumulative grade point average.
6. The Professor will not be informed of the student's election of the pass-fail grading system for his particular course, but this information will be available to the Professor at his request from the Registrar. The Professor will submit a letter grade for the student to the Academic Records Office where it will be translated to either the "P" or "F" designation.
7. Students seeking admission to some Graduate Schools and some Professional Schools should ascertain the maximum number of P-F courses which schools will accept.

Auditing a Course

Any student may register to take any Hope course on an audit, non-credit basis. Students who desire to audit a course must indicate their intent to the Registrar within the first two weeks of the semester. Changes from credit to audit and vice versa will not be allowed after the first two weeks of the semester have ended. The fee for courses taken on an audit basis is \$25 per semester hour.

Transfer Credit While Enrolled at Hope

A student currently enrolled at Hope College and wishing to transfer credit earned in a regular term or summer session at another accredited institution must have approval in advance for each course from the equivalent Hope College Department Chairman and the Hope College Registrar. Forms to insure the transferability of these courses are available in the Academic Records Office in Van Raalte Hall.

The credits for courses with grades of "C" or better will automatically transfer if advanced approval has been obtained. Credit in courses with grades of "C-" or below will transfer only if the student's cumulative grade point average at the institution issuing the credit is 2.0 or above.

Course number, course title, grade earned, credits awarded and the cumulative grade point average are posted on the student's permanent record; however, the grade point average is not computed with the Hope cumulative grade point average. Credit only toward the degree will be awarded.

If prior approval for courses taken at other institutions is not obtained, the College reserves the right to deny credit for any course taken at another institution. Responsibility for forwarding transcripts to the Hope College Registrar lies solely with the student.

Honors Independent Study or Research

Senior students with a cumulative grade point average of 3.0 or better may make

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application to their major departments to do an independent study or research project of exceptionally high quality. The project, depending upon its nature, may culminate in a meritorious report, essay, thesis, or public performance. Criteria for permission to pursue the project and criteria for the evaluation of the completed project will vary by department. If the department decides that the completed project warrants honors distinction, the course will be listed on the student's permanent record as Independent Study or Research-Honors. Interested, qualified students should make application to their respective departments prior to registration for the project.

Student Load

The normal student load is sixteen hours per semester. Regularly enrolled students must carry a minimum of twelve semester hours of course work each semester to maintain full-time status. Veteran students under the G.I. Bill must carry a minimum of twelve hours to be considered a full-time student and to receive maximum benefits. Foreign students, in order to maintain their visa status, need to maintain a minimum load of twelve semester hours.

Permission to take more than a normal load is based upon the student's previous academic record. Seventeen hours may be granted by the advisor. Application for more than seventeen hours must be made to the Registrar. Under no circumstances will a student be permitted to take more than nineteen semester hours. Students carrying more than a normal load must pay a fee of \$40.00 for each semester hour in excess of sixteen.

A student's normal summer load is three or four hours in a three-week session and six or seven hours in a six-week session. Overloads must be approved by the Director of the Summer Session.

Classification of Classes - Eligibility

SOPHOMORE - Student must have 24-57 hours of credit

JUNIOR - Student must have 58-93 hours of credit

SENIOR - Student must have 94 hours of credit

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Class Attendance

Since class attendance is regarded as an essential part of the educational process at Hope College, the student is expected to benefit by classroom discussions as well as by his daily text assignments. It is the student's responsibility to present an excuse to his instructor and request make-up privileges.

Classwork missed while students are ill or away on faculty-approved business should be made up to the satisfaction of the instructor. Although make-up work will not in all cases remove the full adverse effect of the absence, a faculty member will cooperate with the student in his attempt to make up his loss when such absence is unavoidable. The degree of effect upon grades will vary with the nature and the amount of the work missed and must be measured according to the instructor's best judgment. In case of excessive absences, the instructor may refuse all credit for the course.

Appeals and Requests for Academic Waivers

A student may seek exemption from an academic regulation by appealing in writing to the Registrar. The student must secure the approval of his faculty advisor to

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waive an academic regulation. If the student's request is denied, he or she may further appeal the decision to the Student Standing and Appeals Committee for final disposition. Appeals must be submitted to the Chairman of Appeals Committee within ten days after notification of the decision.

Correspondence Credit

Credit for correspondence work is accepted by Hope College provided that these courses are offered by an accredited institution or the United States Armed Forces Institute and are approximate equivalents to Hope College courses.

Credit by Examination While Enrolled at Hope

Credit by examination is available to currently enrolled Hope students through either the College-Level Examination Program (CLEP) or departmental examinations.

CLEP: Credit is awarded for most CLEP Subject Examinations; no credit is granted for the CLEP General Examinations. Credit is awarded for scores which meet the guidelines established by the College Entrance Examination Board in its national norming procedures (see table below). Where possible, the CLEP Subject Examinations are equated to existing Hope courses and the examinations can be used to partially fulfill general college requirements. The table below lists the available CLEP Subject Examinations, those acceptable for Hope credit, the minimum score needed for credit, the credit value of the examinations, and, where applicable, the Hope equivalent course.

CLEP Test	Score For Credit	Sem. Hrs.	Hope Equivalent Course
Am. Gov't.	47	3	Poli. Sci. 101
Am. History	46	6	History 150
Am. Lit.	46	6	None at this level
Analysis & Interp. of Lit.	49	6	English 249
Biology	49	6	Biology 101, 102 or 111, 112
Clinical Chemistry	No Credit	-	-----
Computer & Data Proc.	46	3	None/Elective Credit
Ed. Psych.	47	3	Education 220
Elem. Comp. Prog.	48	3	Math 180
English Comp.	No Credit	-	-----
English Lit.	45	6	None at this level
Freshman English	No Credit	-	-----
General Chemistry	48	6	Chemistry 101, 102
General Psychology	47	3	Psychology 100
Geology	49	6	Geology 101
Hematology	No Credit	-	-----
Hist. Am. Ed.	46	3	None/Elective Credit
Human Growth & Devel.	47	3	Psychology 230
Immunohematology	No Credit	-	-----
Intro. Bus. Mgmt.	47	3	Bus. Ad. 351
Intro. Accounting	50	6	Bus. Ad. 221, 222
Intro. Bus. Law	51	3	Bus. Ad. 341
Intro. Econ.	48	6	Econ. 201
Intro. Macroecon	48	3	Econ 201
Intro. Microecon	47	3	Econ 201

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Intro. Marketing	48	3	Bus. Ad. 331
Intro. Sociology	46	6	Sociology 101
Microbiology	48	3	Biology 301
Money & Banking	48	3	Bus. Ad. 460
Statistics	49	3	Math 210
Tests & Measurements	46	3	None/Elective
Western Civilization	50	6	History 130

Hope has been established as a CLEP Limited Test Center which makes it possible for currently enrolled and prospective students to take the CLEP examinations on campus. Although General Examinations are not given credit, the General Examinations are also available at the CLEP Test Center.

DEPARTMENTAL EXAMS: Where CLEP tests are not available or are not acceptable, departmentally prepared and administered examinations can be arranged.

Contact the Registrar to make such arrangements.

Credit by examination in either of the above programs has the following limitations:

1. Examination credit will be awarded only if the student has not previously registered for the course in question at Hope or in another institution.
2. None of the credit by examination programs approved by Hope may be used to make up failures or replace grades already earned.
3. Credits earned by examination will be listed on the student's record with the note that the credit was earned by examination. Grades and honor points will not be recorded. The credits, while counting toward graduation, will not be used in the computation of cumulative grade point averages.
4. Transfer students with examination credits will be required to submit test scores for all examination credit awarded at another institution.
5. In keeping with the senior residency requirement, the last entries on a student's permanent academic record must be credits earned in residence and can not be by examinations taken after a student's departure.
6. The maximum amount of credit by examination which can be applied toward the 126 hours required for graduation is 32 hours, 8 of which can be in the major area of concentration.

For further information about either the CLEP or departmental testing programs, contact the Registrar.

Sophomore Competency in Writing

Hope College is committed to high standards in writing. Every faculty member shares the responsibility to identify student writing problems and to make formal referrals to the Academic Skills Center for remedial work. When such a referral has been made, the student concerned is obligated to sit for a competency examination in writing administered by the Department of English. **NO MAJOR MAY BE DECLARED UNTIL THE COMPETENCY EXAMINATION HAS BEEN PASSED.** The examination will normally be taken in the second semester of the sophomore year.

Application for Degree

The College awards degrees in December (at the conclusion of the first semester), in May (at the conclusion of the second semester), and in July or August (at the conclusion of the final summer session). Degree candidates must inform the Registrar of their intention to graduate at the student's final registration with the Col-

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lege. Students completing degree requirements in the May Term, June Term, or Summer Session will be considered to be July/August graduates. All degree candidates for degree dates above are expected and encouraged to participate in the May commencement. Degrees are not awarded to those students who have incomplete (I) grades. A degree candidate whose record shows an incomplete (I) grade(s) at the time of his requested degree date will be moved to the next degree date.

Transcript of Record

A student who is graduated or granted an honorable dismissal from college is entitled to one certified transcript of his record. A \$1.00 payment in advance is charged for each additional copy. The College makes every effort to insure the confidentiality of its student records; consequently, transcripts will be released only upon written request of the student.

ACADEMIC SESSIONS

The Regular Session

The majority of the curricular offerings are given in the two-semester regular session, beginning in August and ending in May. Classes are held Monday through Friday throughout the day, the first class beginning at 8:30 a.m. and the last (ninth) period ending at 5:20 p.m. The College calendar (page 3) gives the exact dates of this session. Some classes are offered in the evening. Consult the Registrar for a list of course offerings.

The basic program of offerings during the regular academic session is found in the next section under Course Descriptions. Several special programs are offered during the academic year, some on campus and some in affiliated colleges and universities.

May Term — June Term

Students may spend the last three weeks of May or the first three weeks of June by enrolling in one course for three hours credit. This concentrated approach allows for innovation in the nature of the course and the mode of instruction. A few of the College's regular and traditional courses are offered along with several novel courses that can only be approached in this manner. Some of the courses taught are off-campus or made up of one, two, or three-day-long field trips. College facilities are available for dining and housing. By enrolling in May Term, June Term, and the regular Summer Session, a student can accumulate nearly an entire semester's credit at Hope College. For further information about these sessions, contact Professor Donald Williams.

Regular Summer School

Hope College offers a program of summer school study on its campus for Hope students and those from other colleges. The session extends for six weeks, the end of June to the beginning of August.

The courses are undergraduate credit courses which can be applied toward the A.B. degree at Hope or transferred to other universities or colleges. Students regularly enrolled at another college should secure advance permission from the Academic Dean of that college if they wish credit transfer for summer study taken at the Hope summer school. Veterans may apply for full privileges under the G.I. Bill. A few courses are acceptable at Michigan universities for graduate credit. Enrollment in the summer session does not assure admission as a degree candidate. Admission is flexible and open to high school seniors.

For full details on the regular summer course program, write to the Director of the Summer School, Professor Donald Williams.

SPECIAL ACADEMIC PROGRAMS ON-CAMPUS STUDY OPPORTUNITIES

Programs for Talented Students

These programs, designed to challenge the student with unusual academic talent or background, include honors courses and honors sections in the freshman and sophomore years, and in the junior and senior years special courses and tutorial

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work that encourage the talented student to explore widely and independently and to think creatively. Furthermore, through credit by examination, students are able to avoid useless repetitive learning and are given opportunity to enter courses at the proper level in the fields in which they have achieved advanced standing.

Students in the underclass college honors sections are expected to explore more freely and broadly and to take more responsibility for learning than they are expected to do in the College required courses. Students enter the Honors sections upon invitation from the College. Invitation to enter the freshman courses is extended to students on the basis of high school grade records, test scores, and other available information indicating the student's achievement and potential.

To provide additional flexibility to the advanced course offerings designed for major students and to encourage independent study and research, nearly all departments that give majors offer a senior level course that is run in seminar fashion. These involve special readings in areas not covered by other more structured courses, or a research project and written thesis, or a combination of these two.

Completely individualized study, an upper-level tutorial, is open to superior students in the senior year.

In several departments, notably biology, chemistry, geology, mathematics, physics, and psychology, opportunity is provided for talented upperclass majors to participate in summer research carried on by staff members. Students chosen take part in important research and under foundation research grants receive stipends for this work.

Students with excellent academic records and an interest in college teaching as a career may apply for entrance into the Michigan Scholars in College Teaching Program at the close of the sophomore year. Selected seniors in this program participate in a colloquium, "Explorations in College Teaching," and receive several scholarly privileges and opportunities that help them move toward this career.

The Presidential Scholars Program

04 The Presidential Scholars Program was established to enable academically gifted students with strong potential for leadership an opportunity to broaden their educational program while at Hope College.

Students are invited into this program at the beginning of their freshman year. To hold this designation as "Presidential Scholar," a student must maintain a good scholastic standing. He is encouraged to take the seminar for freshmen Presidential Scholars and individual study programs as upperclassmen. In addition, the Presidential Scholars are invited to special dialogue sessions with distinguished Presidential Scholars and personalities who visit the campus, to participate in special forums, and to special off-campus trips.

The goal of this program is to create opportunities for intellectual exploration and to assist students in finding challenging educational roles.

The Presidential Scholars Program is under the direction of the Provost in conjunction with a committee of students and faculty.

Trial Session

S.T.E.P. Program (Summer Trial and Evaluation Program)

Within the framework of the summer school, the College maintains a special pro-

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gram designed to help high school graduates, with promise and potential but with weak academic background and preparation, prepare themselves for regular college-level work in the fall semester. In this six-week session the enrollees study two topics on the college level and are given special instruction designed to improve their academic skills, such as reading, study habits, and writing. Such a program introduces the student to college work under the most favorable conditions. While completion of the S.T.E.P. program does not insure admission to Hope College, the program does offer the Admissions Committee more reliable information about the student's abilities and potential, and a very high percentage of S.T.E.P. students have been admitted in recent years.

For complete details for admission to the regular summer session or the S.T.E.P. Program, write to the Director of Admissions.

Summer Session for International Students

This program is especially designed to introduce students from abroad to Contemporary America. The four-week sessions attempt to provide a comprehensive overview of United States history and politics, economic and social patterns as well as cultural and intellectual life through lectures, discussions, field trips and a series of related social activities.

Participants are housed in college dormitories and, where possible, paired with American students enrolled in the regular summer program. For a weekend or longer, the foreign students are welcomed into the homes of families in the community. Here they receive direct experience with the American way of life. Detailed information concerning this program may be obtained from the Hope College Office of International Education.

Upward Bound Program

Upward Bound is an educational project designed to assist 60-70 low-income high school students from Allegan, Muskegon and Ottawa Counties. A residential summer academic and cultural enrichment program - six-seven weeks - is offered to students who have completed grades 9th, 10th and 11th, and a seven week college credit course for those who have completed 12th grade and plan to attend a post-secondary school the following fall semester. During the academic year, students in grades 10th - 12th are offered evening classes in reading/writing and math/science, along with tutorial help; morning sessions are held every other Saturday: speakers, film-review, and skills development are the focus of these sessions; college visitations and recreational activities are also part of the program. Individual and group counseling is provided in various areas: college placement - testing, admissions, and financial aids - choosing a major and a school, personal and family problems. Eligible students may participate at no cost; the Upward Bound project is funded by the U.S. Office of Education, the College and other local private sources. The main purpose of the program is to provide a new and stimulating environment for learning, so that the high school "disadvantaged" student may continue on to a post-secondary course.

OFF-CAMPUS STUDY OPPORTUNITIES

All off-campus programs, independent of length, subject matter, or location, fall into one of the following two categories:

1. Official Hope College Programs

Hope College exercises direct or indirect academic and administrative control

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over these programs. Students who participate in these programs are screened by the Off-Campus Programs Admissions Committee and they remain on the rolls of Hope College. It is the responsibility of the student to demonstrate to the Off-Campus Programs Admissions Committee that he has made prior arrangement with the campus administrator and/or the academic departments concerned for the awarding of credit. Once the student is off-campus, it is his continuing responsibility to communicate any program changes to the chairman of the department from which credit is expected. Students in these official programs continue to receive administrative support and will be regarded as regular Hope College students in all respects. They are entitled to retain financial aid and to have grades and credit earned recorded on the Hope College transcript.

2. Non-Official Programs

Students may, of course, enroll in other programs over which Hope College does not exercise administrative or academic control. In the case of foreign programs, the International Education Office is ready to provide information. It is important to note that students enrolling in one of these programs are, in practical terms, withdrawing from the College. This means that they do not need the permission of the Off-Campus Programs Admissions Committee in order to participate. However, they also lose the right to use Hope College financial aid awards and any credit earned will be treated as transfer credit. Students thinking about participation in one of these programs should consult their departmental advisor in order to determine whether or not transfer credit is likely to be accepted. Upon completion of such a program, students wishing to return to Hope College will need to apply for readmission.

The programs described below and on the following pages are currently included in the first category of official programs.

DOMESTIC STUDY OPPORTUNITIES

Washington Semester Program

The Washington Semester Program enables superior students from all disciplines to study in Washington, D.C., and to apply knowledge of their area as it relates to government and politics. Select junior and senior students will take a seminar on American government and politics, participate in group interviews with Congressmen and legislative staff, executives, lobbyists, political party officials, and journalists, intern for two seven-week periods in Congress, the executive branch, or with political interest groups, and prepare extensive research papers based upon their semester's work.

Area and Language Programs at GLCA Member Colleges

Hope's membership in the Great Lakes Colleges Association enables Hope students to make arrangements for the study of a number of critical languages. Depending on individual programs, students may transfer for a quarter, semester, year, or longer to one of the member schools and still receive full credit towards graduation at Hope College. The following area and language programs are currently available: Chinese at Oberlin and Wabash, Japanese at Earlham, Arabic at Kenyon, Hindi at Wooster, and Portuguese at Antioch.

Hope is also a participant in the *Cooperative Undergraduate Program for Critical Languages*, jointly sponsored by Princeton University, The Carnegie Corporation of

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New York and the Ford Foundation. This program has been established to make available to undergraduates of other institutions the resources at Princeton University for instruction in the Arabic, Chinese, Japanese, Korean, Persian, Russian, and Turkish languages, and related regional studies in the social sciences and humanities. The normal pattern of study involves a year of work at Princeton (usually the junior year) and intensive summer language training courses before and after the year at Princeton. For further information regarding the courses available in the program, requirements for admission, and financial aid opportunities, please consult Professor H.P. Weller of the Department of Foreign Languages and Literatures.

The Urban Semester in Philadelphia

The Great Lakes Colleges Association and Hope College sponsor jointly a program designed to give students an opportunity for direct participation in the social changes and challenges of the inner city. The program offers an experimental approach to education through involvement as well as a term in an urban setting. Students in the program are assigned to professionals engaged in improving the qualities of urban living. These people - educators, religious leaders, community leaders, urban administrators - help supervise student work on individual urban projects. The academic study carried on by students is directly related to the problems being experienced in the action projects. GLCA faculty in Philadelphia lead seminars and discussion groups, and direct independent study programs. Student teaching may be done in conjunction with the program. For further information, consult Professor James Piers.

Semester at the Chicago Metropolitan Center

The Chicago Metropolitan Center offers students a unique opportunity to work in a large metropolitan city and to study problems and issues of metropolitan life in a fully accredited, supervised educational program. The staff of the Metropolitan Center consists of people who combine academic training and experience with years of living and working in the metropolitan environment. The result is an unusual concern for college students and the metropolitan city.

Up to 16 hours of academic credit can be earned through the program in a Work Internship, a Metropolitan Seminar, a Social Research Methods Seminar, and a Values Seminar. A large number of internships are available to students through the Chicago Metropolitan Center. Students with almost any major interest can find work placements that are suitable to their vocational plans. The range of possibilities covers art centers, banks, churches, drama groups, ecology labs, social work, practice teaching, physical therapy, library work, museums, zoos, urban renewal and planning, youth recreation, and x-ray technology. Work internships are supervised on the job and by Metropolitan Center staff members.

The Values Seminar fulfills the Hope College Senior Seminar requirement. All other courses are electives and do not fulfill core of departmental requirements unless special arrangements are made with specific departments (e.g. Education Department and practice teaching).

For further information, consult Professor Phillip Van Eyl.

The Arts Program in New York

The Great Lakes Colleges Association provides in its New York Arts Semester rich opportunities for the student seriously interested in art, music, dance or theatre. The Program gives the student ready access to vast numbers of original works of

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art, to a variety of dramatic and musical events, and to special collections of research materials. Students participate, through apprenticeships or less formal means, in the milieu of the professional artist to better understand the intentions, the problems, and the means of the arts.

The more imaginative the student's research project, the more likely it is to engage the attention of those responsible for rare archival holdings. Those with special interest in turn-of-the-century architecture can, for example, profitably study carvings and architectural fragments being collected by the Anonymous Art Society as more and more of the City's brownstones are destroyed. Or a history or economics major working on the Depression can, for instance, utilize photographic documents of the era in the collection of the Museum of Modern Art. Interested students should consult Professor John Wilson.

FOREIGN STUDY OPPORTUNITIES

As part of the overall program in International Education at Hope College, the International Education Office offers information and assistance to all students interested in study abroad. Opportunities to do so for a short term, a summer, a semester, or a full year are available in virtually every part of the globe. Detailed descriptions of various programs and application forms may be obtained from the International Education Office located in Voorhees Hall, or by writing to Dr. Paul G. Fried, Director of International Education, Hope College, Holland, Michigan 49423.

Programs in Europe

Austria	Vienna Summer School (Hope) Semester or Year Program in Vienna (IES 1)
France	Semester or Year Program in Grenoble (Hope) Semester or Year in Nantes (IES) Summer, Semester or Year in Paris (IES)
Germany	Summer, Semester or Year in Freiburg (IES)
Great Britain	Junior Year in Aberdeen (GLCA2) Junior Year in Durham (IES) Semester in London Semester in Southampton (Chemistry - Hope)
Netherlands	Semester in Groningen (Chemistry - Hope)
Spain	Summer, Semester or Year in Madrid (IES)
Yugoslavia	Summer Session in Dubrovnik (Hope, GVSC3, MSU4)

Programs in Non-European Areas

Africa	Fall and Winter in East or West Africa (GLCA)
Asia	Six, nine or twelve months programs at Waseda University, Tokyo (GLCA) Semester or Year in Hong Kong (GLCA/ACM5)

1 Institute of European Studies

2 Great Lakes Colleges Association

3 Grand Valley State Colleges

4 Michigan State University

5 Associated Colleges of the Midwest

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India	Year in India (GLCA)*
Latin America	Summer, Semester or Year in Bogota, Colombia (GLCA)
Near East	Junior Year in Beirut, Lebanon (GLCA)*

European Study Programs

THE HOPE COLLEGE VIENNA SUMMER SCHOOL

Established in 1956 as one of the first American programs in Austria the Hope College Vienna Summer School annually offers a regular summer session in Europe designed specifically to meet the needs of Hope College students, but open also to qualified applicants from other institutions. The Vienna Summer School offers students opportunity for new experiences in the various phases of the program.

Academic Work in Vienna: The academic program consists of two three consecutive week sessions which offer a choice of work in Art, History, Literature and Music, taught in English, as well as courses in German language and literature, taught in German. European instructors in the program emphasize those aspects of their respective fields which can best be studied in the European location. Attendance at concerts, visits to museums, and field trips are included in the various course requirements.

In Vienna, Hope College utilizes the facilities of the Institute of European Studies with which the College is affiliated, but the academic program is under the complete and sole direction of Hope College. European professors who teach in the Vienna program are appointed to the Hope College faculty. Students receive Hope College transcripts and credits for work completed in Vienna.

Residence in Austrian Homes: While in Vienna students are housed with Austrian families, most of whom live in city apartments. Students have their noon meal together, but are given a weekly refund for their supper so they can explore different restaurants around the city. They are free to plan their leisure time and to take weekend excursions to places like Salzburg, Budapest, Prague and Munich, all of which can easily be reached in a few hours from Vienna.

Independent Travel: Students are free to make their own transatlantic travel arrangements allowing them to include free time both before and after the academic sessions in Vienna.

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THE HOPE COLLEGE DUBROVNIK SUMMER SCHOOL

Begun by Hope College in 1972, the Dubrovnik Summer School is designed to introduce students to the most important aspects of Byzantine, Ottoman, and Renaissance heritages and social and political realities of present-day Yugoslavia.

The program consists of four phases:

1. A two-week intensive language and Yugoslav civilization session in Sarajevo conducted by the University of Sarajevo.
2. Bus study tour of the small regional and cultural centers (concentrating on medieval monasteries) in the Yugoslav republics of Bosnia, Serbia, Macedonia and Montenegro.
3. A four-week academic session in Dubrovnik focusing on the theme: "Historical and Cultural Perception of Yugoslavia." Students will have the opportunity to en-

* Political considerations will determine continuation of these programs.

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roll in courses dealing with: the history of the area; comparative religion as evidenced by the diversified religious heritage of Yugoslavia; studio work in painting and sculpture under the guidance of internationally known artists; Serbo-Croatian; or the course in drama and stage performance which will provide opportunity for study and work with some of the most prominent Yugoslav artists - and prepare participants for the final phase of the Yugoslav program.

4. A two-week performance drama tour visiting several cultural and political centers in the Yugoslav republics of Croatia, Bosnia and Hercegovina, and Serbia where drama students will perform both American and Yugoslav plays in Serbo-Croatian.

SEMESTER AND YEAR PROGRAMS IN EUROPE

1. The affiliation between Hope College and the Institute of European Studies (IES) provides for preferred enrollment of qualified Hope College students in study centers which the Institute maintains in Austria, France, Germany, Great Britain and Spain. In Vienna, Paris, Nantes, Freiburg and Madrid, students may register either for a full year or a semester. Enrollment at the University of Durham in England is for the full year only.
2. Hope College students majoring in French, as well as a limited number of other students interested in intensive exposure to the language and people of France, can spend either a semester or full year at the University of Grenoble at a cost no higher than study in their home institutions. For further information about this program contact the Office of International Education.
3. Under direct arrangements between the Hope College Chemistry department and the Chemistry Departments of the University of Groningen in The Netherlands and the University of Southampton in England a limited number of exceptionally qualified Hope Chemistry students have been invited to spend one semester of their Senior year at one of the two universities abroad where they have worked under the direct supervision of senior professors in their field.
4. In addition to the various study opportunities in non-European areas, the Great Lakes Colleges Association (GLCA) offers an academic year at the University of Aberdeen, Scotland. The program is administered by Antioch College.

SUMMER, SEMESTER, AND YEAR PROGRAMS IN NON-EUROPEAN AREAS

Membership in the Great Lakes Colleges Association makes available to Hope College students a variety of overseas study programs in Africa, Asia, Latin America and the Middle East. In each case one of the member schools serves as "agent" for the program abroad, but students from all twelve institutions are able to participate in any of the programs.

1. *Africa:* In East and West Africa Kalamazoo College arranges for programs lasting a quarter or longer in which the language of instruction is English. Through DePauw University a full-year program, taught in French, is available at the University of Dakar in Senegal.
2. *Asia:*
 - a. *Japan:* The Great Lakes Colleges Association and Waseda University in Tokyo have a cooperative arrangement whereby GLCA students may enroll

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in the International Division for a six-months, nine-months or a twelve-months program. A GLCA liaison secretary is in residence at Waseda University to assist students and a GLCA faculty member is program coordinator. Instruction in the program is in English, but study of Japanese is required during the student's stay in the Far East. Preceding the academic year a summer program is held involving approximately two weeks of U.S. orientation, four weeks of language study in Japan, and four weeks of work experience in rural Japan. Earlham College is the agent school for this program.

- b. *Hong Kong*: GLCA and The Associated Colleges of the Midwest (ACM) sponsor a program at the Chinese University in Hong Kong. Except for Mandarin language courses, instruction is in English. There is no Chinese language prerequisite. Students may elect to attend the fall or spring semester or the entire academic year, which extends from September through June.
3. *Latin America*: This flexible program, administered by Antioch College for the GLCA, is divided into three separate stages allowing students to participate in those which best accommodate them.

SUMMER SESSION AT BOGOTA, COLOMBIA, is especially designed (a) to provide basic intensive language instruction for students who have only high school Spanish or as little as one semester of college Spanish, (b) to provide additional courses for students having more Spanish background but who can stay no longer than a summer in Latin America, and (c) to develop some basic skills, knowledge and insights for participating in Latin American culture.

FALL TERM IN BOGOTA, COLOMBIA, is a special program for American students who have either completed the summer session in Bogota or who have already had two semesters of college Spanish in the United States. Other students who for some reason can spend only this quarter in Colombia may also apply. The program is especially designed to prepare American students to participate successfully along with Colombian students in the spring term in Bogota.

SPRING TERM IN BOGOTA, COLOMBIA, is for American students who have sufficient Spanish to compete with Colombian students in regular university classes in humanities and social sciences in either Universidad Nacional, Universidad Javeriana, or Universidad de los Andes - all in Bogota. The Spanish background may have been obtained in the U.S., in the summer session in Bogota, or in the fall term in Bogota of the Latin American Program.

During all of these stages students live with Colombian families. The total cost for the program, including transportation, is slightly higher than tuition, room, and board for an equal length of time on the Hope campus.

4. *Middle East*: Through a long-standing agreement between the GLCA and the American University in Beirut Hope students have for many years been able to participate in a well structured and highly regarded Junior Year in Lebanon which is administered by Kenyon College on behalf of the association. (Temporarily suspended.)

NON-ACADEMIC PROGRAMS ABROAD

In addition to the materials on college-credit programs in all parts of the world the Hope College International Education Office also provides information on work, travel and residence opportunities abroad for students who are primarily interested in adding an international dimension to their experiences through a summer of living or working in a different cultural environment.

Special Academic Sessions

Among those recommended are summer work camps abroad, programs of the Experiment in International Living and the Operation Crossroads Africa project. Though some of these programs are less expensive than foreign study opportunities in which students can earn academic credits, there is almost no way in which students can expect to earn enough to pay for this type of overseas program.

A program designed particularly for students in the sciences is administered by the International Association for the exchange of students for Technical Experience (IAESTE) which places American students in short-term trainee positions in twenty or more countries. AIESEC is a similar type program, designed to serve the needs of students in the field of Economics and Business Administration.

Further information on any of the foreign study programs may be obtained from the Hope College Office of International Education located in Voorhees Hall.

THE CURRICULUM

Course Number Guide

The course offerings at Hope College can be classified into three main divisions: lower division (100-299); upper division (300-699); and graduate division (700-899).

Competency levels are reflected in the first digit and are established as follows:

- 000-099 - No credit courses
- 100-199 - Freshman competency level
- 200-299 - Sophomore competency level
- 300-399 - Junior competency level
- 400-699 - Senior competency level
- 700-899 - Graduate level

In most departments, the second digit is used as a subdiscipline grouping. In all departments, the middle digit "9" refers to honors, seminars, or independent study courses.

The third digit designates either semester sequence (odd-1st semester; even-2nd semester) or course sequence.

GLOSSARY OF TERMS

CREDIT HOURS - The number of hours a course meets each week determines its worth in credit hours. Courses usually run 2, 3, or 4 credit hours a semester, which means classes meet two or three times a week. Since each credit hour of class work requires a minimum of two hours of preparation out of class, two or three hours of laboratory work, requiring no outside preparation, are generally equivalent to one class credit hour.

COMPOSITE MAJOR: A combination of several major disciplines especially arranged for students possessing particular educational and vocational goals.

MAJOR - An area of concentration in one particular subject in which the student earns a fairly large amount of required credit hours.

MINOR - The fulfillment of a specified number of credit hours in fields of study related to the student's minor. Applicable only to those students concerned with teacher certification.

PREREQUISITE: The course(s) a student must have taken before he can take the course in question.

SEMESTER: The College year is divided into two semesters: a fall semester beginning in August and a spring semester beginning in January.

SEMESTER HOURS: Semester hours are credit hours. A student must complete 126 credit hours at a point average of 2.00 to be eligible for a degree and the hours must be in the required and elected courses.

ART

MR. MICHEL, CHAIRMAN; MR. McCOMBS, MR. VICKERS, MR. WILSON. Assisting Faculty: MR. SMITH

Course offerings in the Art Department are structured in form, content and sequence to provide a foundation in the fine arts for both professionally oriented student and the liberal arts student. The curriculum affords opportunities for study and research in the visual arts through studio practice and art history. The Art Department is accredited by the National Association of Schools of Art.

The Art Department faculty are teaching and research oriented artists and art historians. Works by members of the Art faculty are a part of permanent collections in over sixty different museums and galleries in the United States and five foreign countries.

The Art Department offers studio and art history assistantships to those qualified upper classmen.

Students majoring in art at Hope College participate in a wide variety of activities such as:

- field trips to museums such as those in Chicago, Detroit and Toledo.
- exhibition experience in the College Gallery.
- entering competitive shows.

Graduates of this department have gone into the following areas:

- graduate school in studio and art history
- art teachers in elementary, secondary and college levels
- graphic design in industry
- furniture design in industry
- art gallery manager

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ART MAJOR: Students who have completed 42 hours of college credit, including nine hours of art, may make application for the major in art. The application must be accompanied by a presentation of the student's work, in either studio or art history areas, depending upon the proposed major concentration.

A major consists of at least 36 credit hours of art in either of the following two programs:

A. Art major - studio concentration

The studio major consists of a broad selection of studio courses, including Art 103, 104, 111, 121, 131 and 141. The studio major is also required to have a concentration (at least 9 hours) in either painting, printmaking, drawing, sculpture or ceramics. In addition to the above studio courses, the student is required to take Art History Survey I and II (Art 161 and 162) and two additional courses in art history. A major with a studio concentration must present a comprehensive portfolio and an exhibition of his work at the end of his senior year.

B. Art major - art history concentration

Majors with an area of concentration in art history must fulfill course work in

Art

art to be divided as follows: 24 hours in Art History, including Art 161 and 162; at least 6 hours of directed studies undertaken in a special problem area during his or her final two semesters; 6 hours of studio to be taken from the 100 level (Art 201 may be included). If graduate work is contemplated, a reading knowledge of two foreign languages is recommended.

A major in art is expected to take related course work in such areas as history, literature, music and theatre. Art students are expected to visit museum collections and special exhibitions regularly. If at all possible, foreign study and travel are strongly recommended during the student's stay at Hope.

The History of Art

161. ART HISTORY SURVEY I - This is an introductory survey, emphasizing Western art from Greece to the Renaissance. Selected critical approaches such as formal analysis, iconography, theories of style, will be investigated in a general chronological context. Major goals are: to assist in an understanding of the evolution of the important historical styles of the West; to become aware of ideas and cultural values embodied in art; to become more adept at viewing the individual work of art. No prerequisites.

THREE HOURS

WILSON, VICKERS BOTH SEMESTERS

162. ART HISTORY SURVEY II - This is an introductory survey emphasizing Western art from the Renaissance to the present. Critical approaches and major goals are similar to those considered in Art 161. No prerequisites.

THREE HOURS

WILSON, VICKERS BOTH SEMESTERS

295. SPECIAL STUDIES - Studies and research in areas of art history or studio not covered in regular courses listings. Course topics to be announced. Prerequisite: permission of professor.

THREE HOURS

STAFF BOTH SEMESTERS

360. ANCIENT ART - A study of the development of the arts from the early Mediterranean cultures to late antiquity. Pre-historic, Near Eastern, Egyptian, Aegean, Greek, Etruscan and Roman art and architecture will be surveyed with special attention to Greece and Rome. No prerequisites.

THREE HOURS

WILSON ALTERNATE YEARS

361. MEDIEVAL ART - A study of the development of the arts and architecture of the Early Christian, Byzantine, Islamic, Barbarian, Carolingian, Ottonian, Romanesque and Gothic periods. No prerequisites.

THREE HOURS

WILSON ALTERNATE YEARS

362. RENAISSANCE ART - A study of the art and architecture of the 14th, 15th and 16th centuries in northern and southern Europe. No prerequisites.

THREE HOURS

VICKERS ALTERNATE YEARS

363. BAROQUE AND ROCOCO ART - A study of features of the art and architecture of Europe in the 17th and 18th centuries. No prerequisites.

THREE HOURS

WILSON ALTERNATE YEARS

Art

364. MODERN ARCHITECTURE - The development of modern architectural forms in the nineteenth and twentieth centuries. Emphasis is given to evolution in Europe and the United States. No prerequisite.

THREE HOURS

WILSON ALTERNATE YEARS

365. MODERN PAINTING AND SCULPTURE - This course undertakes a selective treatment of 19th and 20th century tendencies in European art up to WW II. Consideration will be given to aspects of Romanticism, Realism, Impressionism, Post-Impressionism, Symbolist and Fantasy art of the turn of the century, Fauvism, Expressionism, Cubism, Dada and Surrealism. No prerequisites.

THREE HOURS

WILSON ALTERNATE YEARS

366. AMERICAN ART - The history and development of the painting and sculpture of America from the seventeenth to the twentieth century. Special emphasis is given to historical, sociological, and cultural factors which have influenced the character and development of American art forms. No prerequisites.

THREE HOURS

WILSON ALTERNATE YEARS

367. NON-WESTERN ART - A brief survey of the Arts of India, China and Japan. No prerequisites.

THREE HOURS

STAFF ALTERNATE YEARS

368. AFRICAN TRIBAL ART - A survey of the major art producing tribes of sub-Saharan West Africa. No prerequisites.

THREE HOURS

VICKERS ALTERNATE YEARS

369. CONTEMPORARY ART MOVEMENTS (1960-PRESENT) - A course in the development of current movements involving research and readings in Pop Art, Minimal Art, Op Art, Kinetic Art, Happenings, Earthworks and Conceptual Art, with specific references to Dadaism, Surrealism and Abstract Expressionism. No prerequisites.

THREE HOURS

STAFF FALL SEMESTER

Studio Courses in Art

101. INTRODUCTION TO THE PRACTICE OF ART - The development of the basic techniques and procedures in painting, drawing, sculpture and graphics. Attention is also given to historical developments of composition and method.

THREE HOURS

McCOMBS EITHER SEMESTER

103. BASIC TWO-DIMENSIONAL DESIGN - A study of the elements of design through applied problems. The course investigates two-dimensional design concepts. Prerequisite to all two-dimensional studio courses.

THREE HOURS

MICHEL, VICKERS BOTH SEMESTERS

104. BASIC THREE-DIMENSIONAL DESIGN - A study of the elements of design through applied problems. The course investigates three-dimensional design concepts. Prerequisite to all three-dimensional studio courses.

THREE HOURS

STAFF BOTH SEMESTERS

Art

111. PRINTMAKING - A study of the techniques and procedures involved in using certain graphic media, such as etching, drypoint, and woodcut. Prerequisite: Art 103, 141.

THREE HOURS

McCOMBS BOTH SEMESTERS

121. PAINTING - Experimentation with various painting media, such as oil, water-color and acrylic, leading to the development of painting skills. Students work in a variety of concepts. Prerequisite: Art 103, 141.

THREE HOURS

MICHEL BOTH SEMESTERS

131. SCULPTURE - An exploration of various sculpture materials and processes including metal brazing, wood construction, assemblage, direct plaster and clay modeling from the life model. Prerequisite: Art 104, 141.

THREE HOURS

SMITH BOTH SEMESTERS

141. DRAWING - A study of various drawing media and techniques such as pencil, pen and ink, charcoal and wash. The course investigates a variety of drawing approaches including the study of the structure and movements of the human figure.

THREE HOURS

MICHEL, McCOMBS, VICKERS BOTH SEMESTERS

151. CERAMICS - Introduction to pottery; coil and slab construction, wheel forming, glazing and kiln operation are explored. Prerequisite: Art 104, 141.

THREE HOURS

SMITH BOTH SEMESTERS

201. FUNDAMENTALS OF PHOTOGRAPHIC ART - Using the camera as a visual instrument, this course examines the still-photographic medium as an expressive art form through the creation and critical study of black and white photographic form, structure and content. Camera required. Prerequisite: Art 103, 141.

THREE HOURS

McCOMBS BOTH SEMESTERS

205. CRAFTS WORKSHOP - A study of the creative aspects of such crafts as weaving, ceramics, mosaic, jewelry and similar media. Attention is given to these media, their creative potential, and their application in art education programs. Prerequisite: Art 104.

THREE HOURS

STAFF SUMMER

301. DEVELOPING VISUAL AWARENESS - Designed for the art major, this course investigates the many facets of creative development from childhood to adulthood. Materials and techniques suitable for teaching and supervising art as a major subject are emphasized and methods of guiding and motivating creative expression K-12 are observed, discussed and practiced. Not open to students who have taken Art 340. Prerequisite: 103, 104, 141.

THREE HOURS

STAFF EITHER SEMESTER

311. ADVANCED PRINTMAKING - Continuation of Art 111. May be repeated for credit with permission of the instructor. Prerequisite: Art 103, 111, 141.

THREE HOURS

McCOMBS BOTH SEMESTERS

321. ADVANCED PAINTING - Continuation of Art 121. May be repeated for credit with permission of the instructor. Individual development is encouraged. Prerequisite: Art 103, 121, 141.

THREE HOURS

MICHEL BOTH SEMESTERS

Art

331. ADVANCED SCULPTURE - Individual experimentation in all sculptural media including oxyacetylene and arc welding and bronze casting, and modeling from the life model. Prerequisite: Art 104, 131, 141.

THREE HOURS

STAFF BOTH SEMESTERS

340. ART FOR ELEMENTARY EDUCATION STUDENTS - The purpose of this course is to aid students in elementary education in developing a practical knowledge of art and exploring basic art principles and problems through creative studio work. Same as Education 340. No prerequisites.

TWO HOURS

STAFF EITHER SEMESTER

341. ADVANCED DRAWING - Continuation of Art 141. Experimentation in a wide variety of media is encouraged. May be repeated for credit with permission of the instructor. Prerequisite: Art 104, 151, 141.

THREE HOURS

SMITH BOTH SEMESTERS

351. ADVANCED CERAMICS - Continuation of Art 151; including work in both sculptural and utilitarian directions, elementary chemistry of glazes, and oxidation and reduction firing techniques. May be repeated for credit with permission of the instructor. Prerequisite: Art 104, 141, 151.

THREE HOURS

SMITH BOTH SEMESTERS

389. GLCA ARTS PROGRAM - The Great Lakes Colleges Association Arts Program, presently based in New York City, involves the student in a full semester study and involvement in the arts. The program includes a Seminar on the Arts in which all students participate, together with individual projects, including one or a combination of the following: professional apprenticeship, independent research, enrollment in courses not available to the student on his own campus or in nearby institutions. Approval by the department is required prior to the student's registering for this course, and the department must approve the student's individual program before credit will be granted. The GLCA Arts Program should preferably be taken in the sophomore or junior year. The registrant must be accepted into the program by the Director of the Program.

As the discretion of the department, a portion of the credits earned in this semester may be applied toward the student's major requirements. Otherwise, the credits will be understood to constitute elective hours within the department.

SIXTEEN HOURS (MAXIMUM)

EITHER SEMESTER

490. SPECIAL PROBLEMS IN STUDIO - Independent study for advanced students who can benefit by an additional semester of specialized work in applied art. Under special circumstances this course may be repeated for credit, subject to approval by the chairman of the department. Prerequisite: advanced standing and permission of the instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

491. INDEPENDENT STUDY IN ART HISTORY - Independent study for advanced students with considerable background in art history, and who wish to study a particular aspect of the discipline. Independent research is emphasized. Under special circumstances, the course may be repeated for credit, subject to the approval of the chairman of the department. Prerequisite: advanced standing and permission of the instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

BIOLOGY

MR. GREIJ, CHAIRMAN; MRS. BLACKWELL, MR. BLANKESPOOR, MR. BRADY, MR. DAY, MR. OCKERSE, MR. RIECK, MR. VAN FAASEN.

The Biology Department offers programs which prepare students for a variety of careers. Post-graduate activities frequently selected by our majors are graduate schools, medical and dental schools, other health care professions, industrial research positions, and secondary teaching.

In addition to the regular curriculum, students are encouraged to participate in research programs with our faculty. Stipends are usually available to give selected students an opportunity to pursue full-time research projects during the summer. Examples of current research projects that involve students are:

- effects of IAA on plant growth
- breeding biology of the Common Gallinule
- vegetation analysis of a bog
- prey capturing behavior in spiders
- chromosome mechanics and mutagenesis in *Drosophila*

Qualified students have the opportunity to spend a semester doing research and taking courses at the Oak Ridge National Laboratory in Tennessee. Also an exchange program is available with the University of Wageningen in the Netherlands.

BIOLOGY MAJOR: Most careers in biology require training in the physical sciences but the amount of such training is variable. It is essential, therefore, that students planning to major in biology talk to the chairman or a biology advisor to discuss their particular needs. This should be done as soon as the major is planned.

The minimum requirement for a biology major is 25 hours of biology and one year of chemistry. Biology majors must complete 3 semesters of introductory biology and are encouraged to take Biology 111, 112, and 113 in their first three semesters on campus. The preferable chemistry sequence for the minimum requirement is Chem. 111, 115, and 121. Chem. 101 and 102 will satisfy the chemistry requirement for some, but these are terminal courses and do not prepare a student to take additional chemistry. Students planning to attend graduate, medical, or dental schools; or to pursue other careers that require rigorous training in biology, should take Math 133, Physics 121, 122, and 223, and Chem. 111, 115, 121, 221, 255, 256, and 231. Biochemistry and Mathematics courses in statistics and computer programming are desirable for many biological careers.

NON-SCIENCE MAJORS: The Biology Department offers several courses that are designed primarily for students who wish to satisfy the college science requirement with biology.

Courses designed primarily for non-science majors:

101. GENERAL PLANT BIOLOGY - A study of botanical topics of current interest to man, as well as plant structure, function, diversity, and economic importance. Three classroom periods and one 2-hour laboratory per week.

FOUR HOURS

STAFF

BOTH SEMESTERS

Biology

102. GENERAL ANIMAL BIOLOGY - A study of zoological topics of current interest to man, as well as animal structure, function, and diversity. Three classroom periods and one 2-hour laboratory per week.

FOUR HOURS

STAFF BOTH SEMESTERS

217. PRINCIPLES OF HEREDITY - This course considers the mechanisms of inheritance of genetic traits. Emphasis is on Mendelian and human genetics. Two classroom periods per week.

TWO HOURS

STAFF FALL SEMESTER

218. HUMAN ECOLOGY - This course focuses on man and his environment. Basic ecological principles, environmental problems, and human populations and resources will be examined. Two classroom periods per week.

TWO HOURS

GREIJ SPRING SEMESTER

218A. HUMAN ECOLOGY - DISCUSSION/LABORATORY - An optional discussion/laboratory designed to give students an opportunity to discuss environmental topics, to work on projects, and to become familiar with some environmental laboratory techniques. One 2-hour period per week. Prerequisite: Biology 218 or can be taken concurrently. Pass-Fail only.

ONE HOUR

GREIJ SPRING SEMESTER

245. BIOLOGY AND PHYSICS FOR ELEMENTARY TEACHERS - A course designed to introduce prospective elementary teachers to the physical and biological science appropriate to elementary education. The physics topics include scientific method, descriptive astronomy, mechanics and electricity. The biology portion will include selected topics and the identification, natural history, and handling of common plants and animals in the laboratory and field. Four classroom periods and one 2-hour laboratory per week. Prerequisite: none.

FIVE HOURS

STAFF FALL SEMESTER

Courses designed for science majors:

111. PRINCIPLES OF BIOLOGY I - An introductory course emphasizing molecular biology, cell structure and physiology, genetics, evolution, and population ecology. Three classroom periods and one 3-hour laboratory per week.

FOUR HOURS

STAFF FALL SEMESTER

112. PRINCIPLES OF BIOLOGY II - An introductory course emphasizing animal structure, physiology, behavior, development, ecology, and diversity. Three classroom periods and one 3-hour laboratory per week.

FOUR HOURS

STAFF SPRING SEMESTER

113. PRINCIPLES OF BIOLOGY III - An introductory course emphasizing plant anatomy, morphology, physiology, development, ecology, and diversity. Three classroom periods and one 3-hour laboratory per week.

FOUR HOURS

STAFF FALL SEMESTER

232. COMPARATIVE ANATOMY OF VERTEBRATES - A selected series of vertebrate types is studied. Two classroom periods and two 3-hour laboratory periods. Prerequisite: Biology 102 or 112.

FOUR HOURS

RIECK SPRING SEMESTER

Biology

234. INVERTEBRATE ZOOLOGY - The biology of selected invertebrate animals will be studied with emphasis upon their ecology, systematics, and behavior. Laboratory includes field studies of local invertebrates. Two 1-hour lecture periods and two 3-hour laboratories. Prerequisite: Biology 102 or 112.

FOUR HOURS

BRADY FALL SEMESTER

241. PLANT MORPHOLOGY - A comparative morphological study of the major plant groups of plants from the algae through the vascular plants. Two three-hour periods each week include lecture, laboratory, and field work, plus one weekend field trip. Prerequisite: Biology 111 or 101.

THREE HOURS

VAN FAASEN SPRING SEMESTER

295. STUDIES IN BIOLOGY - A lecture, laboratory or seminar class in a special topic of biology.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

301. GENERAL MICROBIOLOGY - Selected viruses, bacteria, fungi, and algae will be used to introduce microbial techniques. Special emphasis will be given to physiology, genetic systems, and pathogenicity. Three classroom periods and one 3-hour laboratory per week. Prerequisites: one year of Biology.

FOUR HOURS

STAFF SPRING SEMESTER

315. PRINCIPLES OF ECOLOGY - The basic concepts of the interrelation of living organisms and their environment are studied. Three lecture periods and one 3-hour laboratory. Prerequisite: One year of biology.

FOUR HOURS

GREIJ FALL SEMESTER

343. VASCULAR PLANT SYSTEMATICS - A study of selected families of vascular plants; and includes their biology and evolutionary relationships, and principles of plant classification. Two 3-hour periods per week include lecture, laboratory, and field work. Prerequisite: Biology 101 or 111.

THREE HOURS

VAN FAASEN SPRING SEMESTER

345. PHYTOPHYSIOLOGY - A study of growth and metabolism in plants including growth regulatory processes, photoperiodism, photosynthesis, respiration, mineral nutrition, and water economy. Two lectures and two 3-hour laboratories. Prerequisite: Biology 101 or 111.

FOUR HOURS

OCKERSE SPRING SEMESTER

347. INTRODUCTION TO PALYNOLOGY - An introductory study of pollen grains and spores. The course includes a study of the development, comparative morphology, and identification of pollen grains and spores of modern and extinct plants; techniques of spore-pollen analysis and the application of sporepollen studies to ecological and geological problems. Prerequisite: One year of biology.

THREE HOURS

STAFF FALL SEMESTER

348. CELL PHYSIOLOGY - A study of cell biology at the molecular level. Topics covered include: structure and function of cell organelles, exchange of materials across the cell membrane, control of enzyme activity and biosynthesis, mechanisms of metabolic interconversions and energy conversions, response to radiations, and current concepts in the regulation of cell growth and differentiation. Three 1-hour lectures and one 3-hour laboratory per week. Prerequisites: Chemistry 121 or permission of instructor.

FOUR HOURS

OCKERSE SPRING SEMESTER

Biology

351. ORNITHOLOGY - An introductory study of the identification, classification, natural history, and adaptations of birds. Two lecture periods and one 3-hour laboratory. Prerequisite: Biology 102 or 112.

THREE HOURS

GREIJ SPRING SEMESTER

353. HISTOLOGY - The structure of the cell and its modifications into various tissues. Two classroom periods and one 3-hour laboratory period. Prerequisite: Biology 102 or 112. Alternate years beginning 1975-76.

THREE HOURS

RIECK FALL SEMESTER

355. EMBRYOLOGY - A study of the processes involved in the development of animal embryos, including regeneration and metamorphosis. The course integrates the descriptive, comparative and molecular approaches to the study of development. Three classroom periods and two 3-hour laboratories. Prerequisites: Biology 112, one year of chemistry, or permission of instructor.

FIVE HOURS

DAY SPRING SEMESTER

356. GENETICS - A course presenting the fundamentals of genetics in relation to general biological problems. Three classroom periods and one 3-hour laboratory per week. Prerequisite: Biology 111.

FOUR HOURS

STAFF FALL SEMESTER

380. FIELD STUDIES IN BIOLOGY - A concentrated study of a variety of organisms in their natural habitats. Normally requires camping trips as long as two weeks in duration. In addition study projects and/or papers will be expected. May be repeated for a maximum of 6 hours credit. Prerequisite: Permission of instructor.

VARIABLE CREDIT 1-3 HOURS

STAFF MAY SESSION

421. EVOLUTIONARY BIOLOGY - A study of current theories concerning the process of evolution and its mechanisms including population genetics, population ecology, systematics, and behavior. Three lecture periods. Prerequisite: One year of biology.

THREE HOURS

BRADY SPRING SEMESTER

440. FUNDAMENTALS OF THE HUMAN NERVOUS SYSTEM - A concentrated study of the morphology of the human central nervous system especially as it relates to functional disorders. Prerequisites: At least one animal biology course plus permission of the instructor. Alternate years beginning 1974-75.

THREE HOURS

RIECK FALL SEMESTER

442. MAMMALIAN PHYSIOLOGY - A study of the various organ systems of mammals (e.g. nervous, cardiovascular, digestive, excretory, endocrine, digestive) with particular emphasis on their integration to maintain homeostasis under different physiological conditions. Three classroom periods and two 3-hour laboratories per week.

FIVE HOURS

DUSSEAU FALL SEMESTER

490. INDEPENDENT RESEARCH IN BIOLOGY - This course is designed to give students majoring in biology a chance to do research in a field in which they have a special interest. Upon formal application and permission by the head of the department.

CREDIT BY ARRANGEMENT

STAFF BOTH SEMESTERS

Biology

BIOLOGY SEMINARS – A program designed to give the biology students and faculty an opportunity to participate in seminars on special topics in biology or areas of current research. Most of the speakers are biologists from area colleges and universities. Not for credit.

BIOLOGY LABORATORY ASSISTANT – Qualified students are invited to apply for laboratory assistant positions. Selection will be made by the department. Not for credit. Assistants receive an hourly wage.

CHEMISTRY

MR. DOYLE, CHAIRMAN; MISS BARKER, MR. BOYER, MR. BRINK, MR. FRIEDRICH, MR. JEKEL, MR. KLEIN, MR. MUNGALL, MR. WETTACK, MR. WILLIAMS.

The Chemistry Department has long been noted for the excellence of its preparation of students. A 1971 study published in *Chemical Technology* ranks Hope College third among leading liberal arts institutions in the nation in terms of the origins of eminent chemists. The fine facilities and many opportunities for student involvement in chemical research along with excellent student-faculty rapport are responsible for this outstanding record.

In addition to the grants to support student-faculty research and to develop Hope's outstanding laboratories, the National Science Foundation has awarded the college grants to support undergraduate research for eleven consecutive years. As a result many students have the opportunity to co-author research papers which are published in leading journals or are presented at regional or national meetings.

Some examples of student-faculty research in the department currently include:

- molecular energy transfer
- quality of the local watershed in Western Michigan
- enzyme-catalyzed reactions in neurochemistry
- transport of mercury and other heavy metals in the environment
- pesticides in the environment
- nitrogen oxide: environmental and health effects
- electronic structure of molecules by laser spectroscopy

Thirty-six chemistry majors graduated this past year; each had the opportunity to design a program to meet his or her specific career needs. Students considering industrial chemistry or graduate school generally fulfill the requirements for an American Chemical Society approved major, while those going toward medical or dental schools or toward secondary school teaching may design their major according to their specific goals.

MAJOR: The minimum requirement for a chemistry major at Hope College is twenty-five semester hours (excluding Chemistry 101, 102, 105, and 246). Two of the following three courses are required of all majors: 321, 322 or 343. Students planning to specialize in chemistry in graduate school or wishing to obtain a position in industrial chemistry should fulfill the major requirements approved by the American Chemical Society. These include the courses Chemistry 111, 113, 114, 121, 221, 231, 255, 256, 321, 322, 343, 344, 345, 346; at least two of the following advanced courses, 314, 421 and 422; and at least one of the following laboratory courses, 315, 405, 406, and 490.

To qualify as an ACS approved major a student is also required to take Mathematics through Differential Equations, and Physics through Physics 223. Physics 121 should be taken concurrently with Chemistry 111 in the freshman year. A one-year competency in a foreign language (usually German or Russian) is recommended for a chemistry major, provided the student fulfills the Hope College language requirement.

Chemistry

Pre-medical, pre-dental and pre-veterinary students should take at least 25 semester hours (excluding Chemistry 101, 102, 105, and 246) to qualify for a chemistry major. Suggested courses for medicine are given on page 264.

Students who wish to major in chemistry for teaching in secondary school must complete the 30 hour certification requirement. Courses should include Chemistry 321, 322, 343 and additional advanced-level chemistry courses. Chemistry 105 may also count toward the 30 hour requirement.

Chemistry majors who wish to pursue graduate work in biochemistry should take courses for the ACS approved major including Chemistry 311, 314 and 315.

Students interested in chemical engineering should consult with the chairman of the Chemistry Department or the pre-engineering advisor early in their undergraduate program. Several cooperative programs with engineering schools are available. See page 263 for further details.

101. GENERAL CHEMISTRY - For a non-science major, elementary education major, and pre-nursing student, or any student who elects chemistry as part of his science requirement at Hope College. The course aims at developing an understanding of the fundamental principles and theories of chemistry. It is not open to science majors or students planning on medicine or dentistry. Classroom, three hours per week; laboratory, three hours per week.

FOUR HOURS

BARKER FALL SEMESTER

102. GENERAL CHEMISTRY - Introductory organic chemistry and bio-chemistry are emphasized. Prerequisite: Chemistry 101 or equivalent.

FOUR HOURS

WILLIAMS SPRING SEMESTER

105. MOLECULES AND MEN - This course for non-science majors is intended to provide an understanding of the nature and scope of chemistry today and in the future. It treats the development of chemical technology and the accompanying benefits and problems. Emphasis will be placed on specific aspects of chemistry as they affect mankind, including pollution, drugs, consumer products, and nuclear chemistry. This course does not apply towards advanced work in chemistry. Lecture, two hours per week. No previous course in chemistry is required.

TWO HOURS

STAFF BOTH SEMESTERS

111. GENERAL CHEMISTRY - First course in chemistry for all students who wish to major in science. Topics include stoichiometry, states of matter, periodicity, inorganic reactions, chemical bonding, chemical structure, solutions, chemical equilibrium and electrochemistry. Three lectures per week.

THREE HOURS

BRINK, JEKEL, WILLIAMS FALL SEMESTER

113. LABORATORY OF GENERAL AND ANALYTICAL CHEMISTRY I - An introduction to techniques and laboratory procedures in preparing compounds and in performing qualitative analyses. Introductory quantitative titrimetric and gravimetric procedures will be included. Laboratory, three hours per week including time for discussion of experiments. Co-requisite: Chemistry 111.

ONE HOUR

STAFF FALL SEMESTER

114. LABORATORY OF GENERAL AND ANALYTICAL CHEMISTRY II - A continuation of Chemistry 113 including qualitative and quantitative measurements with special emphasis on the use of pH meters and visible spectrophotometers to study

Chemistry

composition and properties. Laboratory, three hours per week including time for discussion of experiments. Co-requisite: Chemistry 121. Prerequisite: Chemistry 113.

ONE HOUR

STAFF SPRING SEMESTER

121. ORGANIC AND PHYSICAL CHEMISTRY I - The first portion of the course consists of a continuation of the basic principles of chemistry including chemical energy and chemical kinetics with an emphasis on inorganic reactions. The second portion focuses on the structure and reactions of carbon compounds. The chemistry of monofunctional aliphatic and aromatic compounds are stressed. Lecture, three hours per week. Prerequisite: Chemistry 111.

THREE HOURS

JEKEL, KLEIN, MUNGALL SPRING SEMESTER

221. ORGANIC AND PHYSICAL CHEMISTRY II - The course includes certain basic principles of chemistry such as spectroscopy and molecular structure and continues the chemistry of carbon compounds begun in Chemistry 121. The determination of structure by spectral means as well as mechanistic treatments of aliphatic and aromatic chemistry are stressed. Lecture, 3 hours per week. Prerequisite: Chemistry 121, Math 133.

THREE HOURS

WETTACK, MUNGALL FALL SEMESTER

231. ORGANIC AND BIOLOGICAL CHEMISTRY - Continuation of Chemistry 221 with emphasis on construction of complex molecules, including those found in biological systems. Prerequisites: Chemistry 211 and 255.

THREE HOURS

MUNGALL, BOYER SPRING SEMESTER

246. CHEMISTRY AND GEOLOGY FOR ELEMENTARY TEACHERS - A course designed to introduce the prospective elementary school teacher to the geological and chemical sciences appropriate to elementary education. Topics include materials of the earth, processes which act to change the earth's surface and an examination of the atmosphere and weather, concepts of chemical reactions and the physical and chemical properties of matter. This course is open only to prospective elementary teachers and they are expected to fulfill their college science requirement with this course unless excused by the chairman of the Education Department. Same as Geology 246. Lecture, 4 hours; laboratory 2 hours. Prerequisites: None.

FIVE HOURS

BARKER, STAFF SPRING SEMESTER

255. ORGANIC CHEMISTRY LABORATORY I - The laboratory stresses modern techniques for analyses of organic compounds and studies of the mechanisms of organic reactions. Infrared spectral analyses and chromatographic separations are introduced. Laboratory, 5 hours per week; discussion session, 1 hour per week. Prerequisite: Chemistry 121.

TWO HOURS

STAFF FALL SEMESTER

256. ORGANIC CHEMISTRY LABORATORY II - A continuation of Chemistry 255 with emphasis on use of the chemical literature in organic syntheses. Nuclear magnetic resonance spectroscopy and mass spectroscopy are introduced. Laboratory, 5 hours per week; discussion session, 1 hour per week. Prerequisites: Chemistry 221 and 255.

TWO HOURS

DOYLE, MUNGALL SPRING SEMESTER

311. BIOCHEMISTRY I - The biochemistry of proteins, carbohydrates, lipids, en-

Chemistry

zymes, coenzymes, and nucleic acids are discussed together with the important metabolic pathways. Prerequisite: Chemistry 231.

THREE HOURS

BOYER FALL SEMESTER

312. BIOCHEMISTRY II - A continuation of Chemistry 311 with emphasis on biosynthetic pathways and special topics in biochemistry. Prerequisite: Chemistry 311.

TWO HOURS

BOYER SPRING SEMESTER

314. BIOCHEMISTRY II - The course is a continuation of Chemistry 311 with emphases on biosynthetic pathways, regulatory processes and transfer of genetic information. Special topics will include neurochemistry, immunochemistry, and the biochemical basis of metabolic disorders. Lecture, three hours per week. Prerequisite: Chemistry 311.

THREE HOURS

BOYER SPRING SEMESTER

315. BIOCHEMISTRY LABORATORY - General biochemistry experiments including amino acid analysis, enzyme purification and characterization, N-terminal analysis, and metabolism studies with radioisotopes. Techniques include various types of chromatography, centrifugation, electrophoresis, and radioisotope tracer methodology. Laboratory, 3 hours per week. Prerequisite: Chemistry 311.

ONE HOUR

BOYER SPRING SEMESTER

321. ANALYTICAL CHEMISTRY - Lecture topics will include statistics and sampling, chemical equilibrium and electrochemistry as applicable to analysis, and an introduction to modern instrumentation. Laboratory experiments will include the total analytical process as applied to real samples, and will include taking representative samples, chemical workup, wet and instrumental quantitation, and data handling. Lecture, 2 hours; laboratory 6 hours per week. Prerequisites: Chemistry 114, 121 and Physics 122.

FOUR HOURS

KLEIN, BARKER FALL SEMESTER

322. INORGANIC CHEMISTRY - A detailed examination of covalent and ionic inorganic substances, Lewis acid-base concepts, thermodynamic aspects, coordination chemistry, chemistry of metals and nonmetals, inorganic aspects of aqueous and nonaqueous solvents. Lecture, 2 hours per week. Prerequisite: Chemistry 221.

TWO HOURS

JEKEL SPRING SEMESTER

343. PHYSICAL CHEMISTRY I - Emphasis is placed on a study of the thermal properties of gases, liquids, solids and solutions. The way in which temperature, pressure, volume and chemical composition determine the state of chemical equilibrium and the rate at which equilibrium is attained and studied. An understanding of these effects in terms of molecular behavior is stressed. Lecture, 3 hours per week. Prerequisites or corequisites: Chemistry 121, Mathematics 134 and Physics 223.

THREE HOURS

FRIEDRICH FALL SEMESTER

344. PHYSICAL CHEMISTRY II - The quantum description of matter will be investigated with particular emphasis on the theoretical concepts and the implications of those concepts for chemical systems. Lecture, 3 hours per week. Prerequisites or

Chemistry

corequisites: Chemistry 221, Mathematics 134, Mathematics 270 (strongly suggested), and Physics 223.

THREE HOURS

FRIEDRICH SPRING SEMESTER

345. PHYSICAL CHEMISTRY LABORATORY I - An introduction to modern laboratory techniques used in physical chemistry. The work stresses the use of instrumentation, spectroscopic methods and vacuum techniques in obtaining accurate data from chemical systems. Corequisite: Chemistry 343.

ONE or TWO HOURS

BRINK FALL SEMESTER

346. PHYSICAL CHEMISTRY LABORATORY II - A continuation of Chemistry 345. Prerequisites: Chemistry 343 and 345.

ONE or TWO HOURS

FRIEDRICH SPRING SEMESTER

405. ADVANCED LABORATORY I - The laboratory work incorporates concepts and techniques from the areas of inorganic, physical, analytical and biochemistry. The student will be given an individually tailored set of experiments depending on his background and interests. Prerequisite: Chemistry 343 and 346.

ONE or TWO HOURS

STAFF FALL SEMESTER

406. ADVANCED LABORATORY II - A continuation of Chemistry 405. Prerequisite: Chemistry 343 and 346.

ONE or TWO HOURS

STAFF SPRING SEMESTER

421. STRUCTURE, DYNAMICS, AND SYNTHESIS I - An integrated discussion of advanced topics in physical, analytical, organic, and inorganic chemistry. Topics will include stereochemistry, organic synthesis, chemistry of metals and nonmetals, and organometallic chemistry. Prerequisite: Chemistry 343.

FOUR HOURS

DOYLE, WILLIAMS FALL SEMESTER

422. STRUCTURE, DYNAMICS AND SYNTHESIS II - A continuation of Chemistry 421. Lectures will cover chemical kinetics, solid state, molecular quantum mechanics, group theory, radiochemistry, electroanalytical chemistry, spectroscopy, reaction mechanisms, and structure-reactivity relationships. Prerequisite: Chemistry 344.

FOUR HOURS

BARKER, BRINK SPRING SEMESTER

128

490. INDEPENDENT RESEARCH IN CHEMISTRY - For chemistry majors. Course provides opportunity to do research in a field in which student has special interest. By special permission of the chairman of the department.

ONE, TWO or THREE HOURS

STAFF FALL SEMESTER

700. RECENT ADVANCES IN CHEMISTRY - Stresses recent developments and modern techniques in various areas of chemistry. For local area chemists. Course not open to undergraduate students at Hope College.

SIX HOURS (MAXIMUM)

STAFF

ASSISTING IN CHEMISTRY LABORATORY - Upon the recommendation of the chairman of the department, a limited number of students who have done meritorious work are invited to serve as laboratory assistants. No credit or honor points will be given toward graduation.

CHEMISTRY SEMINAR - Guest speakers, chemistry staff members, and students lead discussions centering on some aspects of current chemical research. These seminars will have campus publicity. No credit or honor points will be given toward graduation.

TEACHING OF SCIENCE - See Education 331 (page 149).

COMMUNICATION

MR. MAC DONIELS, CHAIRMAN; MR. DENNISON, MR. NIELSEN. Assisting Faculty: MR. KLUNGLE, MR. MIKLE, MR. OSBORNE.

The Communication Department provides a student with a broad understanding of human communication. The department emphasizes interpersonal communication skills, speech communication, organizational communication, and communication via the mass media.

In addition to mastering their discipline, students majoring in communication have engaged in a number of educationally enhancing activities, such as:

- participating in collegiate forensics and debate
- developing public information materials
- working on radio and television productions both on campus and in local stations
- assisting in the teaching of underclass courses
- serving on local newspaper staffs

Communication majors at Hope very often link their academic program with other disciplines on campus, particularly business and economics, religion, sociology, and theater.

Recent graduates in the Communication Department are engaged in satisfying careers such as:

- news editor at a Midwest radio station
- reporter on a Midwest newspaper
- pastor of a Midwest Protestant congregation
- professor of Speech at an Eastern university
- teacher of Speech and Theater at a Midwest high school
- student personnel administrator at Ohio university
- communication specialist at a midwest plant of a major industrial manufacturer
- marketing specialist at midwest boat manufacturing firm

The offerings of the Department of Communication strive to satisfy three major areas of student interest:

LIBERAL ARTS - Students at Hope College, during their four years of undergraduate training, are urged to investigate numerous disciplines. Communication 101 (The Communication Process) is the Department of Communication's course designed for such investigation and can partially satisfy a student's Social Science requirement. This course is essential to a student's total development, because it emphasizes human interaction through communication.

PROFESSIONAL PLANS - Many students will find courses in the Department of Communication helpful in preparation for their future work in numerous fields, such as business, law, the ministry, government, education, public service, theater, broadcasting, public relations, etc.

COMMUNICATION MAJOR - The General Criteria for acceptance in the communication major program includes: completion of minimally two communication

Communication

courses; and classroom exposure to at least two communication faculty members. Students interested in majoring in Communication may develop a program tailored to their needs and interests. The student's departmental advisor will assist in the construction of a program in one of the three divisional areas comprising the Department of Communication: Interpersonal, Organizational or Mass Communication. A communication major must complete a minimum of 30 hours in Communication and/or related disciplines. Particular courses in Business, Education, English, History, Political Science, Psychology, Sociology and Theater, depending on a student's goals, will be recommended.

Communication majors should take Communication 101 before enrolling in other courses in the department. Other courses required of majors are: Communication 151 (Introduction to Mass Communication) and Communication 230 (Organizational Communication and Behavior).

Communication majors who are pursuing a teaching certificate must also participate in debate and minimally one individual forensic activity during their college career. Besides teaching, communication majors may pursue graduate education or eventual careers in public relations, law, personnel management, industrial communication, advertising and sales, government service, human relations, the ministry, journalism or broadcasting.

DEPARTMENTAL SERVICES - For those students who recognize they require special individual attention, two non-credit laboratory programs are available: *Communication Improvement Laboratory* and *Communication Anxiety-Reduction Laboratory*. Students may individually request assistance or be referred to the department. All inquiries or referrals should be directed to the departmental chairman.

010. COMMUNICATION IMPROVEMENT LABORATORY - Designed for the student who possesses certain defective vocal production patterns. Students who recognize their own problems, or who are referred by someone on campus, may seek assistance through the departmental chairman.

NO CREDIT

BY ARRANGEMENT

020. COMMUNICATION CONFIDENCE LABORATORY - Designed for the student who experiences covert or overt anxiety in formal and informal communication situations. Students who are cognizant of the ill-effect their anxiety has on their ability to communicate efficiently and effectively, or who are referred by someone on campus, may seek assistance through the departmental chairman.

NO CREDIT

BY ARRANGEMENT

101. THE COMMUNICATION PROCESS - An introductory course, exploring the nature of the communication process, its elements and their functionings, conditions of success and points of potential breakdown. Consideration is given to various communication models, meaning and how it is transferred and ways of measuring success in communication. The course may be taken in partial fulfillment of The College's Social Science requirement.

THREE HOURS

STAFF EACH SEMESTER

110. COMMUNICATION IN INTERPERSONAL RELATIONS - A systematic analysis of the process of communication in the development and maintenance of interpersonal relationships. The developing and ongoing interpersonal relations of members of the class will be considered through theories of interpersonal communication. Prerequisite: Comm. 101

THREE HOURS

MAC DONIELS EACH SEMESTER

Communication

140. PUBLIC SPEAKING - A course following the classical outline of public speaking, with emphasis on invention, arrangement style, memory and delivery. Stress is placed upon the modes of delivery, with special emphasis on extempore speaking. Speech composition is studied in some detail.

THREE HOURS

STAFF EACH SEMESTER

151. INTRODUCTION TO MASS COMMUNICATION - An analysis of the forms and purposes of mass communication. The course focuses on the organization, structure, management and unique characteristics of the broadcast, print and film media.

THREE HOURS

NIELSEN EACH SEMESTER

200. COLLEGIATE FORENSICS - Designed for students interested in training in debate, oratory, extemporaneous speaking, and oral interpretation. Debate sessions will meet on a regularly scheduled basis and time during the afternoon. Students who enroll in this class for debate work should consider enrolling in Communication 260 concurrently. However, it is not necessary. Those who enroll for work in individual activities should consider enrolling in Communication 140. Meeting times for individual activities will be determined jointly by the instructor and student. Academic credit of zero (0) to two (2) hours will be awarded those students who satisfy the requirements established by the instructor. This course may be repeated for a maximum total of four (4) hours.

ZERO TO TWO HOURS

STAFF EACH SEMESTER

221. GROUP DISCUSSION AND CONFERENCE LEADERSHIP - An investigation of the principles and methods of discussion and conference leadership. The course emphasizes reflective thinking, leadership, group cohesiveness and the practical application of discussion forms. Prerequisites: Communication 101 or permission of instructor.

THREE HOURS

MAC DONIELS SPRING SEMESTER

230. ORGANIZATIONAL COMMUNICATION AND BEHAVIOR - An analysis of the inter-relationship between communication and organization. The role and influence of communication in organizations and of organization(s) on communication behavior receives primary emphasis. Theoretical and pragmatic perspectives of communication systems, message economy and efficacy and communication barriers will receive attention.

THREE HOURS

STAFF FALL SEMESTER

251. BEGINNING MEDIA PRODUCTION - Investigation, participation and criticism of the production process in Radio and Television Broadcasting (Commercial, Educational and Instructional). This course is a first taste of the process of communication by the electronic media, designed to be relevant for those utilizing sound and picture for professional purposes as well as for those interested in media as an adjunct to other interest areas.

THREE HOURS

NIELSEN EACH SEMESTER

255. JOURNALISM I - A study of the methods of gathering and evaluating news and re-writing and editing journalistic copy. The course emphasizes journalistic writing and its influence in contemporary society. Prerequisites: English 113 recommended only.

THREE HOURS

OSBORNE FIRST SEMESTER

Communication

260. ANALYSIS OF CONTEMPORARY RHETORIC: ARGUMENTATION - An analysis of the principles of argumentation. The course focuses on logical methods of inquiry in the analysis of issues, development of arguments and construction of messages related to contemporary problems in society. Prerequisites: Philosophy 201 and Communication 101 suggested.

THREE HOURS

MAHOOD FALL SEMESTER

295. STUDIES IN COMMUNICATION - A lecture or seminar class in a special topic of the discipline offered at the sophomore level.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

332. MARKETING COMMUNICATION - Theories and practices of advertising, sales management, promotion and public relations as they relate to overall marketing program. Findings in communications theory: policy and strategy.

THREE HOURS

STAFF SPRING SEMESTER

350. SOCIAL IMPACT OF MASS COMMUNICATION - An examination of the relative effects of the several communication media on society. Study focuses on the relevant controversies surrounding the print and broadcast media, the formation of individual attitudes and public opinion and the research evidence reflecting the degree of media influence. Students will engage in individual research projects. Prerequisites: Two prior courses in mass communication or permission of instructor.

THREE HOURS

NIELSEN FALL SEMESTER

352. ADVANCED MEDIA PRODUCTION - Advanced experiences in the area of television production, broadcast, closed-circuit instructional and cable. Focus will be on the creation of media formats in the student's interest area, techniques of television program direction and analysis and critique of current commercial and educational programming forms. Emphasis is given to the importance of viable content development prior to integration with media communication processes. Prerequisite: Communication 251 or permission of instructor.

THREE HOURS

NIELSEN SPRING SEMESTER

356. JOURNALISM II - An advanced course in special principles and applications of Journalism. Advanced reporting criticism and reviews, treatment of copy, news sources and news suppression, total production stages, and journalistic ethics are emphasized. Prerequisites: Communication 255 or equivalent.

THREE HOURS

OSBORNE SPRING SEMESTER

357. BROADCAST NEWS AND PUBLIC AFFAIRS - Investigation and evaluation of the news and information function of the broadcast mass media. The course will also give some notice to the area of analysis and interpretation of news materials by the broadcast media, in both formal and informal areas of presentation. Purpose is to make the student aware of the process by which they receive views of the world from the media and to establish a sensitivity to the potential impact of that process on news, information, education and instruction.

THREE HOURS

NIELSEN SPRING SEMESTER

360. ANALYSIS OF CONTEMPORARY RHETORIC: PERSUASION - Attention to the problems, methods and ethics of social influence through communication. Emphasis is placed on psychological principles of attitude change, interpersonal perception, and audience analysis useful in the analysis and development of persua-

Communication

sive strategies. Consideration is given the influence of context - face-to-face and mediated settings - on persuasive impact.

THREE HOURS

MAHOOD SPRING SEMESTER

388. THE TEACHING OF SPEECH-COMMUNICATION - An explanation of the materials, methods and procedures essential in planning, structuring, and conducting curricular and co-curricular speech-communication activities in the school. Emphasis is focused on text evaluation, innovative classroom methods, assignment preparation and evaluative criteria. Same as Education 388. Offered alternate years, 1976-77. Prerequisites: A major or minor in communication.

TWO HOURS

STAFF FIRST SEMESTER

395. COMMUNICATION INTERNSHIP - Student interns are assigned to organizations, agencies or communication media industries to observe, assist, assume regular duties, or engage in special projects under the supervision of skilled professionals. Students are generally not paid and are expected to maintain approximately thirty hours of placement for each hour of credit.

ONE, TWO or THREE HOURS (may be repeated up to six hours)

MAC DONIELS MAY AND JUNE TERM

401. COMMUNICATION THEORY - A survey, analysis, and criticism of contemporary theories and models of human communication with an emphasis on both interpersonal and mass communication theories and models. A dual theoretical perspective will be utilized embracing behavioral as well as phenomenological points of view. Prerequisites: Communication 101 or permission of instructor.

FOUR HOURS

MAC DONIELS SPRING SEMESTER

465. TWENTIETH CENTURY RHETORICAL CRITICISM - Exposure to various systems of rhetorical criticism useful in determining the effectiveness of a rhetorical act or campaign. Several theories of criticism are examined - neo-Aristotelian, Burkean, etc. - and applications are made to contemporary instances of communication. Applications focus on contemporary political rhetoric, rhetoric of education and rhetoric of popular culture. Prerequisites: Communication 260 and Communication 360 recommended.

THREE HOURS

MAHOOD SPRING SEMESTER

490. INDEPENDENT STUDIES IN COMMUNICATION - A program permitting the advanced student in Communication an opportunity to broaden his perspectives or intensify his study in a communication area of his unique interest. Eligibility requirements for the program are: senior standing (or approval), approved topic area, written proposal following format prescribed by department and presented at time of registration to chairman and instructor, and final departmental approval of proposal. Student will defend his study before a departmental examining board. Prerequisites: approval.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

495. ADVANCED STUDIES IN COMMUNICATION - A lecture or seminar or intern program in a special topic of the discipline offered for majors in the department.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

COMPUTER SCIENCE

MR. DERSHEM, CHAIRMAN; MR. BROCKMEIER, MR. HARRISON, MR. WHITTLE

Computer science is a young and rapidly developing discipline. In recognition of this fact, the Department of Computer Science is committed to providing the student with a program which includes the basic fundamentals of the field and which allows him the flexibility to pursue in depth many of the diverse areas into which computer science is expanding. In addition, computer science interrelates heavily with other disciplines both in its application and its construction. It is the belief of the Department that this interrelation can best be emphasized by the establishment of direct links with these other fields such as joint sharing of faculty and programs and by exposing computer science students to the fundamental core of knowledge in closely related disciplines.

COMPUTER RESOURCES - The computing facilities at Hope College give the student an opportunity to obtain a rich variety of experiences. The Hope College Xerox Sigma 6 computer supports a simultaneous batch and time-sharing operation. Some of the software features available on this system are:

1. Assemblers and compilers such as FORTRAN, BASIC, RPG, COBOL, LISP, and a macro-assembly language.
2. Simulation packages SL-1, GPDS, CIRC-DC, CIRC-AC, CIRC-TR.
3. Data management systems DMS and MANAGE.
4. Statistical, scientific, plotting, and file editing packages.

The peripheral equipment attached to the computer includes magnetic tape, 100 Megabytes of on-line disk storage, a CAL-COMP plotter, TTY and CRT terminals, a high speed printer, a card reader, and a card punch.

Opportunities to use and apply minicomputers and microcomputers exist, as well as instruction in modern computer and interface circuitry. Facilities include a Nuclear Data minicomputer used for data analysis and experiment control in the Chemistry Department and several microcomputers, including CRT and magnetic tape peripherals in the Physics Department. Modern oscilloscopes and other instrumentation support this effort.

THE COMPUTING EMPHASIS PROGRAM - For those students who wish to major in another area but concentrate on the use of the computer for solving problems in that area, the computing emphasis programs are available. One such formal program exists and is described under the listing of the Mathematics Department. A student majoring in any area may enhance his major program by supplementing it with appropriate computer science experiences. Such a computing emphasis program can be arranged by consulting with a member of the computer science faculty and the student's major advisor.

THE COMPUTER SCIENCE MAJOR - The department offers a major program which emphasizes applications and experiences in computer science and allows the student the flexibility to design a program suitable for his interests and goals. Each student's major program, designed by him and his two departmental advisors, includes a core of computer science courses, a strong component of courses in

Computer Science

some field to which the computer can be applied, an internship experience, and a semester of independent study and research under the supervision of a member of the Hope College faculty. By following an appropriate major program a student could prepare himself for many computer science careers including applications programming, systems programming, systems analysis, computer design, process control, operations research, or computer center management.

COMPUTER SCIENCE MAJOR REQUIREMENTS - A major in computer science consists of a minimum of 30 hours including Computer Science 280, 282, 381, 383, 490, and 491. Any other computer science courses and Physics 241, 242 may be taken to complete this 30 hour requirement. In addition, a strong component of courses in an area of application of computer science must be completed. This component is designed by the student and his departmental advisors. Mathematics 133, 134, 240 and Physics 121, 122, 223 are strongly recommended.

180. INTRODUCTION TO COMPUTER SCIENCE - Problems, algorithms, and flow-charts. Basic FORTRAN programming. Errors, approximations, and data structures. Survey of computers, languages, and applications. Same as Mathematics 180.

THREE HOURS

STAFF

280. FILE MANAGEMENT - Introduction to file management and organization, sequential and random processing, sorting, table handling and report writing. Introduction to the COBOL programming language and its application to problems in file management such as in business. Prerequisite: Computer Science 180 or consent of instructor. Alternate years, 1976-77.

THREE HOURS

STAFF SPRING SEMESTER

282. COMPUTER AND PROGRAM ORGANIZATION - Internal structure and organization of the computer. Machine language. Basic programming techniques. Assembly language programming. Subroutines, linkages, indexing, and indirect addressing. Input-output techniques. Prerequisite: Computer Science 180.

THREE HOURS

DERSHEM SPRING SEMESTER

288. MODELING AND OPTIMIZATION OF COMPLEX SYSTEMS - A computer-oriented course dealing with the modeling and optimization of complex systems. Examples will be taken from many disciplines, with emphasis in the physical sciences. Areas covered are modeling of continuous systems, modeling of discrete systems, optimization techniques, Monte Carlo techniques and an introduction to statistical modeling. Prerequisites: Mathematics 133, a course in the physical sciences using calculus, and a working knowledge of FORTRAN. Same as Physics 288. Alternate years, 1977-78.

THREE HOURS

STAFF SPRING SEMESTER

295. STUDIES IN COMPUTER SCIENCE - A course offered in response to student interest and need. Deals with topics in computer science which are not included in regular courses. Prerequisite: consent of the instructor.

TWO or THREE HOURS

STAFF

331. EXPERIMENT AND PROCESS CONTROL (Same as Physics 331) - The control of experiments and processes using microcomputers is taught. The theory of continuous and discrete sampling methods of control is studied. Microcomputers are programmed to illustrate the problems of control, data manipulation, and data analysis. The laboratory provides experience in building and using microprocessor

Computer Science

systems to control process and experiments. Lecture 2 hours per week; laboratory 3 hours per week. Prerequisites: Physics 242, Math 270, Computer Science 180 or equivalent 1 year of laboratory course designed for science students other than Electronics 241, 242.

THREE HOURS

VAN PUTTEN FALL SEMESTER

372. NUMERICAL ANALYSIS - An introduction to the numerical solution of mathematical problems on digital computers. Solution of equations, linear systems, integration problems, and ordinary differential equations will be examined with special emphasis on error control and selection of method. Assignments will include applications in physics, chemistry, mathematics, and statistics. Prerequisites: Computer Science 180 and Mathematics 134. Alternate years, 1976-77.

THREE HOURS

DEBSHEM FALL SEMESTER

375. INTRODUCTION TO OPERATIONS RESEARCH - Decision making using mathematical modeling and optimization. Linear programming. Network analysis. Dynamic programming. Game theory. Queueing theory. Computer programs will be written to implement the techniques on the computer. Prerequisites: Computer Science 180 and Mathematics 240. Alternate years, 1977-78.

THREE HOURS

DEBSHEM FALL SEMESTER

381. DATA STRUCTURES - A study of the ways data can be structured including mathematical principles necessary for understanding these structures, their computer implementation, and algorithms for forming and manipulating the structures. Structures examined will include stacks, queues, arrays, and lists. Algorithms for sorting, searching, and storage allocation will be studied. Prerequisite: Computer Science 282. Alternate years 1976-77.

THREE HOURS

DEBSHEM FALL SEMESTER

383. PROGRAMMING LANGUAGES - Description, definition, and use of higher level programming languages. Structure of statements and their description. Information binding, recursion, and language extensibility. Survey of types of languages. Relationship between languages and their compilers. Prerequisite: Computer Science 282. Alternate years, 1975-76.

THREE HOURS

DEBSHEM FALL SEMESTER

490. INDEPENDENT STUDY AND RESEARCH IN COMPUTER SCIENCE - Independent study or research project carried out in some area of advanced computer science or in the application of the computer to another discipline under the supervision of one or more designated staff members. Prerequisite: permission of the chairman of the department.

ONE, TWO or THREE HOURS

STAFF

491. INTERNSHIP IN COMPUTER SCIENCE - This program offers the student an opportunity to work, on or off campus, on a project or experience approved by the department as being of significance in computer science. Although each student will have a computer science faculty advisor for this course, he may work under a qualified supervisor at the site of his experience. This course is normally open only to senior computer science majors. Prerequisite: permission of the chairman of the department.

ONE, TWO or THREE HOURS

STAFF

495. ADVANCED STUDIES IN COMPUTER SCIENCE - A course designed for jun-

Computer Science

ior and senior majors which covers an advanced topic in computer science such as compiler construction, advanced computer organization, artificial intelligence, computing theory, and systems programming. Course may be repeated for additional credit with a different topic. Usually offered at least once a year. Prerequisite: permission of the chairman of the department.

TWO or THREE HOURS

STAFF

DANCE

MR. MALCOLM, ACTING CHAIRMAN; MR. ASCHBRENNER, MR. CECIL, MR. GREEN, MISS PARKER, MR. TAMMI. Assisting Faculty: MRS. DeBRUYN, MR. RAHN, MR. RIFFEL.

The dance program is offered jointly by the departments of theatre and physical education and recreation, with the assistance of the department of music. Students desiring preparation in dance are advised to take a total of 20 hours, to be divided between courses in theory and courses in technique. The recommended technique courses are Dance 106, 110, 114, 116, 117, 126, and 203. The recommended courses in theory are Dance 201, 221, 305, 315, and 320. In addition, the student should take either Dance 202 or Dance 300. The student who appears deficient in rhythm and dance accompaniment will be advised to enroll in 202; the more advanced student who does not evidence this deficiency will be encouraged to enroll in 300.

The dance student should plan to take Biology 102 in order to fulfill the prerequisite for Dance 211. This course in general animal biology will also satisfy a portion of the college core requirement in science.

RECOMMENDED ELECTIVE COURSES for the dance student include Dance 118, 119, 204; Theatre 113, 215, 223, 224, and 335; and Physical Education 107, 118, 211, and 381.

CO-CURRICULAR ACTIVITIES provide an experience which the student will want to make a part of his or her training. The minimum expectation is that the dance student will participate for at least two semesters in college dance activities, including auditions and recitals or performances.

PROFESSIONAL OPPORTUNITIES to which preparation in dance can lead include:

- Graduate studies in dance
- Dance instructor in public or private school
- Recreator in dance
- Dance performer
- Dance therapist

Technique

106. MODERN DANCE I - Education in body movement through dance techniques designed to teach an understanding of rhythm and relaxation and a presentation of basic movement problems.

ONE HOUR

DeBRUYN BOTH SEMESTERS

Dance

110. FOLK AND SQUARE DANCE - An introduction to folk and square dance techniques. Special emphasis will be placed on the cultural aspects of the development of both types of dance.

ONE HOUR

PARKER BOTH SEMESTERS

114. PERIOD DANCE STYLES - Special attention in this course is given to period styles, period dances, and the handling of period costumes. Enrollment by prior permission of instructor only. Not offered 1975-76.

TWO HOURS

116. JAZZ I - A study of jazz technique, free style movement, floor and barre work, and combinations. The purpose of this course is to provide the student with a wider range of body movement and a creative means of expression for theatre dance.

ONE HOUR

RAHN BOTH SEMESTERS

117. JAZZ II - A continuation of Dance 116, designed to prepare the student for dance composition and improvisation, with emphasis on improvement of technique, style, and performance. Course may be repeated for credit. Prerequisite: Dance 116. Enrollment by permission of instructor only.

ONE HOUR

RAHN BOTH SEMESTERS

118. TAP I - An introduction to tap dance techniques, emphasizing the use of this dance form in theatrical performance.

ONE HOUR

RAHN BOTH SEMESTERS

119. TAP II - A continuation of Dance 118, with emphasis on style and performance technique. Intermediate tap barre and center work, and a consideration of basic tap choreography. Course may be repeated for credit. Prerequisite: Dance 118. Enrollment by permission of instructor only.

ONE HOUR

RAHN BOTH SEMESTERS

126. MODERN DANCE II - A continuation of beginning modern dance including improvisation to stimulate the imagination and allow for individual exploration of movement expression. Course may be repeated for credit. Prerequisite: Dance 106. Enrollment by permission of instructor only.

ONE HOUR

DeBRUYN SPRING SEMESTER

203. BALLET I - A study of basic foot, arm, and body positions in ballet. The student is introduced to the barre for fundamental ballet exercises, followed by center practice and combination of dance steps.

ONE HOUR

RIFFEL BOTH SEMESTERS

204. BALLET II - A continuation of Dance 203. Intermediate technique, with barre and center work. Some consideration of anatomy and dance history as these subjects relate specifically to ballet performance. Course may be repeated for credit. Prerequisite: Dance 203. Enrollment by permission of instructor only.

ONE HOUR

RIFFEL BOTH SEMESTERS

300. DANCE IMPROVISATION - This course is concerned with the development of the ability to create spontaneously through words, sketches, and sounds. The goal for the student will be the use of improvisation as a tool for developing sensitivity and a means of discovering the body's natural movement style, as a prelude to dance composition. Prerequisites: Dance 106, 116, 117, 126.

ONE HOUR

DeBRUYN, RAHN SPRING SEMESTER

Dance

Theory

201. EURHYTHMICS I - The aim of eurhythmics is to aid the student in discovering that rhythm is experienced physically as well as mathematically conceived. Linear and contrapuntal rhythm within the various metric forms is studied through physical motion to acquire the feel of rhythm. Time in its relationship to space and energy is the basis for the study of rhythm as it functions in the motion of music.

ONE HOUR

ASCHBRENNER, CECIL FALL SEMESTER

202. EURHYTHMICS II - A continuation of Dance 201.

ONE HOUR

ASCHBRENNER, CECIL SPRING SEMESTER

221. ANATOMY AND KINESIOLOGY - The muscle-skeletal system and its action, with special reference to the field of health and physical education, are studied in detail. Prerequisites: Biology 102, and Physical Education 211 or permission of the instructor.

THREE HOURS

GREEN SPRING SEMESTER

305. DANCE COMPOSITION - An introductory course in the rhythmic structure of dance, including problems in line, design, dynamics, theme, and group choreography. Prerequisites: Dance 106 and 126 (or Dance 315), 116, 117. Offered alternate years, 1975-76.

TWO HOURS

DeBRUYN, RAHN SPRING SEMESTER

315. TEACHING OF DANCE - An exploration of the materials, techniques, and principles of creative dance for youth. A concentrated study is made of the way children discover movement and create dances. Prerequisites: Dance 106 and 126 (or Physical Education 205). Offered alternate years, 1976-77.

TWO HOURS

320. HISTORY OF DANCE - A survey of the development of humankind through dance from primitive times to the twentieth century, with a special focus on ballet and dance in America.

THREE HOURS

DeBRUYN, TAMMI FALL SEMESTER

ECONOMICS AND BUSINESS ADMINISTRATION

MR. RICHARDSON, CHAIRMAN; MR. DOWNEY, MR. HARJU, MR. HEEREMA, MR. KRAMER. Assisting Faculty: MR. VAN LENTE, MR. CLINE, MR. CHUTTER, MR. NECKERS, MR. TYSSE, MR. COLE, MR. WEAR

MAJORS - The Department of Economics and Business Administration follows the continental tradition of stressing both theoretical and applied concepts of economics and business. Economic theory and quantitative skills serve as the cornerstone for advanced work in economics and management.

Students majoring in the department actively participate in field trips and internships with local business firms. They meet frequently with visiting business executives and visiting distinguished economists.

There is a great deal of emphasis placed on applying theory to practice. For example, students in recent years have:

1. Held management internships with a land development corporation, a commercial bank, a national retailing firm, a local insurance agency, a large realtor and a boat manufacturer.
2. Produced a market research study which is being used by a large-scale builder.
3. Wrote the history of the origin and development of a local business firm.
4. Did an "on-site" study of labor union practices in England.

Courses in investments, real estate, insurance, business law and advanced accounting are taught by adjunct faculty members, who are full-time specialists in their respective fields.

Computer simulation, role-playing, management games and business case studies enliven the classroom work.

Hope College is the only college in the state of Michigan, and one of thirty-three in the country, to have received a George F. Baker Foundation grant, which gives scholarships to students who show promise of being exceptional business leaders. These students are eligible for Baker M.B.A. scholarships.

The department offers the minimum number of accounting courses required for taking the Michigan C.P.A. examination. These courses are arranged on an alternate year basis.

Approximately 50% of the graduates in this department go on to graduate or professional schools in the fields of law, public administration and business administration. Those who choose to begin their career upon graduation are highly sought after by businesses and corporations.

COURSES FOR NON-MAJORS - Principles of Economics (Econ. 201) is a course which is recommended to all students. Principles of Accounting (Bus. Ad 221 and 222) and Principles of Management have been found to be quite valuable courses for non-majors.

Economics and Business Administration

Many of the upper level courses in economics and business administration are open to non-majors.

ECONOMICS MAJOR - A major in economics requires a minimum of 27 hours. Included in those hours majors should select nine hours of economic theory courses and nine hours of economics courses dealing with economic institutions, economic history and economic thought.

Principles of Accounting (Bus. Ad. 221 and 222) or Calculus (Math 133 and 134) is required. Work in statistics and computer science is strongly encouraged. Those students considering graduate work should take calculus.

BUSINESS ADMINISTRATION MAJOR - A major in business administration consists of 30 hours in the department. Included in those should be nine hours of economics (Econ. 201 and two theory courses), principles of accounting (Bus. Ad 221 and 222), principles of management (Bus. Ad 351), principles of finance (Bus. Ad 464), principles of marketing (Bus. Ad 331) and statistics (Math 210).

Students considering graduate work should take calculus. Work in computer science and advanced mathematics is strongly encouraged.

ADVISEMENT PROCEDURES - Upon approval by the department, the student will be assigned an advisor from the department. Together, they will work out a tentative program for him to complete the major. Such a program will consist of at least 27 hours of courses taken within the department, or their equivalent. A committee of three will then be formed normally consisting of the student's advisor and two other members of the department faculty. An obvious case for an exception would be when the student desires a double major. The committee and the student will formalize his program of studies, have it reviewed by the department chairman, and this program will become the student's requirement for a major. Such a procedure should ensure the development of a program which meets the individual needs and abilities of each student.

A - Course Offerings - Economics

201. PRINCIPLES OF ECONOMICS - A one semester introduction to economic principles and concepts designed to fulfill the objectives of the college social science requirement and to prepare students for advanced level work. The course deals with such topics as demand, costs, markets, resource allocation, the study of money, national income, and levels of employment.

STAFF FALL AND SPRING SEMESTERS

295. STUDIES IN ECONOMICS - A lecture or seminar class in a special topic of economics for majors and non-majors in the discipline.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

301 - 302. MONETARY AND FISCAL POLICY - This two-course sequence introduces the student to important concepts and theories concerning levels of income, employment, interest rates and prices. It enables the student to understand the causes of changes in these levels, and to understand the effectiveness of government policies in affecting them. It also should help the student respond to such changes personally. Each course is self-contained; the first primarily dealing with theory and policy; and, the second, dealing with money and financial markets. Prerequisite: Economics 201.

THREE HOURS

STAFF

Economics and Business Administration

303. PRICING AND DISTRIBUTION THEORY - Intermediate-level treatment of microeconomics concerned primarily with price determination under varied market conditions, theory of factor pricing, and topics in welfare economics. Prerequisite: Economics 201.

THREE HOURS

STAFF SPRING AND FALL SEMESTERS

308. INTERNATIONAL ECONOMICS - This course presents a survey of the fields of international trade and investment with attention given to fundamental theory and present policy and practice. Prerequisite: Economics 201.

THREE HOURS

HARJU

313. ECONOMIC ANTHROPOLOGY - An analysis of cultural factors that underlie and contribute to or retard economic growth and development in countries and regions. Contemporary economic experiences of industrial and non-industrial societies are analyzed in the light of historic perspective and economic and anthropological theory. Prerequisite: Economics 201, and consent of the instructor.

THREE HOURS

HARJU

315. HISTORY OF WESTERN CAPITALISM - A course beginning with the heritage of ancient and medieval economic institutions, tracing the rise of capitalism, and examining the restructuring of the system necessitated by structural changes in society such as: the rise of industrialization, the growth of labor movements, war, and the emergence and domination of the corporation. Prerequisite: Consent of instructor.

THREE HOURS

HEEREMA

401. HISTORY OF ECONOMIC THOUGHT - An introduction to, and critical survey of, the important men and ideas in economic theory. Attention is given to the interaction of ideas and the time, and to the evolution of significant economic doctrines. Prerequisite: Economics 201, or consent of the instructor.

THREE HOURS

STAFF

402. COMPARATIVE ECONOMIC SYSTEMS - Every economy has to accomplish certain basic tasks: determine what, where, how and how much is to be produced; allocate the aggregate amount of goods and services produced, distribute its material benefits among the members of society; and maintain economic relations with the outside world. The set of institutions established in any society to accomplish these tasks is its economic system. A comparison of these institutions comprises this course.

THREE HOURS

HEEREMA

404. ECONOMIC GROWTH AND DEVELOPMENT - A study of the factors that influence the growth and development of modern economics with particular emphasis of the "underdeveloped nations." Attention will be given to theoretical models as well as the interplay of social, political and cultural phenomena. Prerequisite: Economics 201 or consent of instructor.

THREE HOURS

STAFF

490. INDEPENDENT STUDIES IN ECONOMICS - Independent studies in advanced economics under the supervision of a designated staff member. Prerequisite: advanced standing in the department and approval of the chairman.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

Economics and Business Administration

495. ADVANCED STUDIES IN ECONOMICS - A lecture or seminar in a special topic in advanced economics. Prerequisite: advanced standing in the department and approval of the chairman.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

B - Business Administration

221, 222. PRINCIPLES OF ACCOUNTING - A comprehensive introduction to accounting methods and applications covering two semesters of study. Three hours of lecture and discussion. (2 semester sequence, 3 hours each)

SIX HOURS

STAFF

295. STUDIES IN BUSINESS - A lecture or seminar class in a special topic of business for majors and non-majors in business. For example, management of human resources, accounting for managers and real estate have been offered under this topic number.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

321, 322. INTERMEDIATE ACCOUNTING - Continuation of the study of accounting theory and practice at the intermediate level with attention centering on assets of the balance sheet. Prerequisite: Economics 201, Business Administration 221 and 222.

SIX HOURS

STAFF

331. MARKETING PRINCIPLES - The application of contemporary theories of social psychology, management and managerial economics to the marketing of products and ideas.

THREE HOURS

RICHARDSON

332. MARKETING COMMUNICATIONS - Theories and practices of advertising sales management, promotion and public relations as they relate to the overall marketing program. Findings in communication theory: broad policy and strategy.

THREE HOURS

STAFF

44 **341. BUSINESS LAW** - A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisite: Economics 201.

THREE HOURS

STAFF FALL SEMESTER

343. INSURANCE - Survey of insurance principles and their applications in various fields, with attention also given risk-bearing as such, public supervision and social insurance. Prerequisite: Economics 201.

THREE HOURS

VAN LENTE SPRING SEMESTER

351. PRINCIPLES OF MANAGEMENT - Study of modern managerial principles and processes as usually associated with business but important also in the conduct of church, school, and other organizations. Prerequisite: Economics 201 or consent of instructor.

THREE HOURS

STAFF FALL AND SPRING SEMESTERS

352. PERSONNEL ADMINISTRATION - Study of the personnel function from the standpoint of principles, methods, and organization with emphasis on the behavioral sciences. Prerequisite: Business Administration 351.

THREE HOURS

STAFF

Economics and Business Administration

356. QUANTITATIVE MANAGEMENT - Decision making techniques developed in the context of an information-decision system. Examination of quantitative methods used to develop decision models applicable to situations which lend themselves to numerical analysis.

THREE HOURS

STAFF

421. COST ACCOUNTING - An introduction to the subject matter of cost accounting with particular attention given to objectives and methods of "standard cost" accounting. This course stresses managerial use of computations and accounting procedures. Prerequisite: Economics 201 and Business Administration 221 and 222.

THREE HOURS

STAFF

452. MANAGEMENT PROBLEMS - Advanced case-method study of significant problems arising in the business administration field, integrating subject matter of lower level courses. Special lectures and business simulation techniques are utilized as supplements to case work.

THREE HOURS

RICHARDSON

461. INVESTMENT FUNDAMENTALS - Analysis and appraisal of investment alternatives as found in real estate, bonds, and preferred and common stock with emphasis on arrangements and programs meeting needs of individual investors. Prerequisite: Economics 201 and Business Administration 221 and 222.

THREE HOURS

STAFF FALL SEMESTER

464. PRINCIPLES OF FINANCE - Analysis of principles underlying sound financial policy and procedure; financial planning and control; sources of short-term and long-term funds; management of assets; and problems of valuation, combination, dissolution, and liquidation. Prerequisite: Business Administration 221, 222.

THREE HOURS

STAFF

490. INDEPENDENT STUDIES IN BUSINESS - Independent studies in advanced business under the supervision of a designated staff member. Prerequisite: advanced standing in the department and approval of the chairman.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

495. ADVANCED STUDIES IN BUSINESS - A lecture or seminar in a special topic in advanced business and accounting. For example, international business, auditing, tax accounting and other advanced courses are offered under this number. Prerequisite: advanced standing in the department and approval of the chairman.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

EDUCATION

MR. BULTMAN, CHAIRMAN; MR. BAKKER, MR. BRYSON, MR. DIRKSE, MRS. MILLER, MR. PAUL, MR. SCHACKOW.

The Department of Education seeks to prepare students to teach in the elementary and secondary schools of our nation. To fulfill the requirements for graduation and certification, each student planning on a professional teaching career must complete a major in an academic field and a professions sequence under the Department of Education. This sequence introduces the student to the theoretical foundations of creative and responsible teaching and, simultaneously, helps him acquire those teaching skills that make for effective teaching. An integrated field-theory approach to teacher preparation permeates the entire professional education sequence. Students become progressively more involved in field experiences and participate in increasingly more complex teaching styles as they proceed through the program. This preparation model has been replicated with enthusiasm throughout the country.

Currently, Hope students planning to teach are participating in many activities:

- some are tutoring students in classroom situations
- some are Big Brothers or Big Sisters in our Higher Horizons Program
- some are assisting in Special Education classes
- some are working with small groups of students in local schools
- those student teaching have a choice in inner-city schools in large metropolitan areas, schools in suburban settings, schools in Western Michigan, schools in rural settings, and American schools overseas.

Many students go on to graduate schools and focus their attention in special areas of education such as:

Reading, Curriculum Development, Administration and Counseling

Even in today's "tight" job market, graduates from Hope's Department of Education have been very successful. In 1975 Hope graduates seeking teaching positions were placed in schools in this country and abroad at a rate considerably above the national average. The Department of Education actively recruits students who possess academic promise, interpersonal and pedagogical skills and who, at the same time, aim for excellence in the teaching and educational vocations.

In addition to classroom teaching, graduates from the Education Department are currently serving as:

- personnel directors in public and private educational systems
- superintendents of local school systems
- counselors at high schools
- curriculum development consultants for major industrial firms
- teachers in "open-classroom" schools

Students planning to teach in the elementary and secondary schools must be formally admitted to the Teacher Education Program. Requests for admission should be made during the sophomore year. Information concerning admission criteria and procedures is available in the office of the Department of Education.

Education

Teacher education graduates will qualify for a teaching certificate from the State of Michigan. Although teaching requirements vary among states, Hope's program is approved by the National Council for Accreditation of Teacher Education and, therefore, the Michigan certificate through reciprocal certification agreements is valid in most other states. Students desiring to teach outside of Michigan should confer with the Education Department's Director of Certification for specific requirements.

In fulfilling the requirements for a teaching certificate in the state of Michigan, the Hope College student must do the following:

1. Secure formal admission to the Teacher Education Program.
2. Complete Psychology 100 before entering any course in the Department of Education.
3. Complete the Professional Education Sequence which has been established.
 - a. Elementary - Complete Education 220, 310, 470, 500; Elective (300, 340, 345, 410, 450)
 - b. Secondary - Complete Education 220, 360, 480 or 485, 500, and a special methods course in the major or minor field.
4. Complete the minimum requirements for the major and minor sequences.
 - a. Elementary: Selected majors of 30 hours or a composite major of 36 hours and a substantive minor of 20 hours or a straight academic minor of 20 hours.
 - b. Secondary: A major of 30 hours and a minor of 20 hours or a composite minor of 24 hours. Composite minors may be obtained in Natural Science and Social Science only. The 24 hours must be in no more than 3 disciplines with a 12 hour course in one discipline.
5. Satisfy the general requirements for the A.B. degree at Hope College.

Students are urged to plan their programs carefully and should begin early in their college career. It is suggested that students enroll in Education 220 during their sophomore year and reserve one semester of the senior year for the professional Semester program, during which they will take specified education courses as well as student teaching. Request for student teaching should be made in the junior year. No student will be allowed to student teach who has not been admitted to the Teacher Education Program. Arrangements for student teaching have been made with the school systems in Western Michigan. The Michigan Certification Code requires that a student have a 2.0 average before he may be assigned to student teaching; the college also requires that he has a 2.3 grade point average in his major. All students seriously considering teaching in the elementary school should enroll in the special science program for elementary teachers. This program includes the following two courses: Biology-Physics 245, Science for the Elementary Teacher; Chemistry-Geology 246, Science for the Elementary Teacher. These courses will fulfill the science requirement for graduation. Students are also encouraged to enroll in the math program for elementary teachers which includes Math 205 and 206. Students have an opportunity to fulfill their student teaching experience in urban situations, in suburban areas, in rural places, or in overseas assignments. Some students fulfill this requirement in Philadelphia in our Urban Semester program.

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The Education Department has been authorized by Hope College to offer two K-12 Special Education majors in the areas of the Emotionally Impaired and the Learning Disabled. Approval for certification purposes by the State of Michigan Department of Education is pending. Selected special education courses are currently being of-

Education

ferred in sequence. Students desiring additional program information should contact Hope's Education Department office.

Special efforts are made by the Placement Office to help teacher candidates secure teaching positions but the college does not guarantee to place students in positions. Credentials must be completed during the semester in which the student does his student teaching. They are then placed on file in the Placement Office.

220. EDUCATIONAL PSYCHOLOGY - The growth and development of childhood in all phases, but with special stress on mental development. Careful study of the learning process with implications for teaching and guidance.

FOUR HOURS

BRYSON BOTH SEMESTERS, SUMMER

253. INTRODUCTION TO LEARNING DISABILITIES - An initial, introductory view of learning disabilities will be presented. The student will demonstrate knowledge of terminology and the major educational approaches utilized in working with learning disabled children.

THREE HOURS

STAFF

265. SOCIOLOGY OF EDUCATION - Education from the institutional perspective, as an agency of socialization, analysis of various school and community relationships and discussion of the responsibility of both for the educational program of the community, and the relationship in general between society and education. Prerequisite: Education 220 (Education Psychology).

THREE HOURS

STAFF

295. STUDIES IN EDUCATION - This course is designed to allow students at the Sophomore and Junior level to become involved in studies in special interest areas. Prerequisite: Permission by Chairman of Department.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

300. ELEMENTARY MUSIC METHODS - A practical presentation of how to teach music to school children, using simple instruments, functional piano playing, demonstration of methods and materials. Designed for the classroom teacher. Juniors and Seniors. Class piano or note reading ability strongly recommended prerequisite. Same as Music 300.

TWO HOURS

HOLLEMAN BOTH SEMESTERS

310. ELEMENTARY CURRICULUM AND METHODS - An examination of the modern elementary school curriculum - its philosophy, structure, organization, and methods. Includes general principles and practices that are applicable to all areas of the curriculum, as well as specific principles and practices for the teaching of Language Arts, Reading, Social Studies, Arithmetic, and Science. Students spend approximately 25 hours of the semester in elementary classrooms, teaching self-prepared units in these five subject areas. Recommended for the junior year.

EIGHT HOURS

PAUL, SCHACKOW BOTH SEMESTERS

321. TEACHING OF SOCIAL STUDIES IN SECONDARY SCHOOL* - Methods and material used in teaching the social studies at the junior and senior high school

*Only one Special Methods Course for secondary teachers may be applied to meet the twenty-hour education requirement for certification in the State of Michigan.

Education

levels. Studies of procedures, curricular practices in various systems, teaching aids, trends, preparation of resource teaching units, evaluation, etc.

TWO HOURS

BAKKER FALL SEMESTER

323. TEACHING OF MATHEMATICS IN THE SECONDARY SCHOOL* - Methods of teaching mathematics with emphasis on new approaches, curriculum changes, trends in modern mathematics, and history of mathematics.

TWO HOURS

STEKETEE FALL SEMESTER

330. THE EXCEPTIONAL CHILD - A psychological study of the child who deviates markedly from the norm of his group, mentally, physically, or socially, so as to create a special problem in regard to his education, development, or behavior. Special attention is directed toward the following groups of exceptional children: mentally retarded, gifted, emotionally disturbed, socially maladjusted, visually-, physically-, and speech-handicapped, deaf, hard-of-hearing, and brain-damaged. Prerequisites: Psychology 100 or Education 220.

THREE HOURS

BRYSON BOTH SEMESTERS

331. TEACHING OF SCIENCE IN SECONDARY SCHOOL* - Methods of teaching science at the secondary school level. Emphasis is placed on materials and techniques for the teaching of Biology, Chemistry, Geology, and Physics.

TWO HOURS

BULTMAN FALL SEMESTER

340. ART EDUCATION FOR ELEMENTARY EDUCATION STUDENTS - A study of the child's creative and mental growth through art education. Acquaints the student with the means by which the child's development might be stimulated and achieved. The student participates both in creative studio work and in discussions of the basic principles and techniques of art education. Prerequisites: Art 101 or permission. Same as Art 340.

TWO HOURS

STAFF

345. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL - Acquaints the student with the games, rhythms, story-plays, and other physical activities suitable for each of the elementary grades. Attention is given to objectives and methods of organization. Each student is required to do practice teaching in these activities as part of the class work. Elective for prospective elementary teachers.

TWO HOURS

PARKER

353. THE LEARNING DISABLED CHILD - Focus will be upon the relationship of the brain to learning, the manifestations of learning disabilities in academic performance of children, and the behavioral concomitants found in learning disabled youngsters. Techniques for screening youngsters for the purpose of initial and early identification of possible learning disabilities will be developed.

THREE HOURS

STAFF

355. AUDIO-VISUAL COMMUNICATIONS - Problems of production and usage are considered together with the communication impact of media presentations.

TWO HOURS

PAUL FALL SEMESTER

*Only one Special Methods Course for secondary teachers may be applied to meet the twenty-hour education requirement for certification in the State of Michigan.

Education

360. SECONDARY PRINCIPLES AND METHODS - A study of secondary schools, their origins, purposes, curriculum, principles, and general methods of teaching. The course is designed, along with special methods courses in the several academic areas, to prepare students for teaching in junior or senior high schools.

FOUR HOURS

BULTMAN BOTH SEMESTERS, SUMMER

370. SECONDARY INSTRUMENTAL METHODS* - Problems peculiar to the teaching of instrumental music in both class and private instruction. Sections will be devoted to the selection of text and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Alternate years.

THREE HOURS

RITSEMA FALL SEMESTER

373. DIAGNOSTIC AND PRESCRIPTIVE SYSTEMS IN SPECIAL EDUCATION - Knowledge and practical use of various diagnostic-evaluative instruments will be emphasized. Students will demonstrate competency in administering various diagnostic tools and following analysis will write appropriate prescriptive programs.

FOUR HOURS

STAFF

375. SECONDARY CHORAL METHODS* - The study and observation of secondary teaching techniques, with examination of materials. Open to junior and senior music majors only, others by permission of instructor. Offered alternate years.

THREE HOURS

HOLLEMAN SPRING SEMESTER

378. TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE - A survey of procedures and materials for teaching English as a second or foreign language. Emphasis will be placed on developing basic aural-oral abilities, reading and writing skills. Recommended for majors in English, Communication or Language Arts who plan to teach in inner city schools. Prerequisite: Any one of the following: Education 220, Education 310, Education 360, English 355, Linguistics 364, or Psychology 220.

THREE HOURS

POWELL SPRING SEMESTER

380. TEACHING OF ENGLISH IN THE SECONDARY SCHOOLS* - A study of and experience in applying methods of teaching grammar, discussion, literature, and composition in the secondary schools. Required for Secondary Certification. Not credited toward English major or minor.

TWO HOURS

TAYLOR FALL SEMESTER

384. TEACHING OF FOREIGN LANGUAGES* - Methods of teaching French, Spanish, German and Latin at the elementary school, high school, or college levels. Required of those planning to teach these languages in the secondary school.

TWO HOURS

FABER FALL SEMESTER

388. TEACHING OF SPEECH* - Procedures, materials and methods for conducting the varied activities required of a speech teacher such as conducting classes, directing dramatics and forensics, evaluation of texts, assignments, and types of examination. Same as Communication 88. Prerequisites: A minor in Communications.

TWO HOURS

SPRING SEMESTER

*Only one Special Methods Course for secondary teachers may be applied to meet the twenty-hour education requirement for certification in the State of Michigan.

Education

393. CURRICULUM AND METHODS IN SPECIAL EDUCATION - Curricular methods and materials appropriate for instruction of learning disabled and emotionally impaired children will be studied. Emphasis will be placed upon a systematic structuring of competency based curriculum objectives to meet the needs, present status of and evolving improvement of the child.

FOUR HOURS

STAFF

410. TEACHING OF READING - A study of the approaches used in the teaching of reading on an individual, small group and classroom basis. Included will be a study of the principles involved in developing a reading program, the equipment and materials available for use in the classroom, and the tools used to identify reading problems. Secondary and Elementary teachers are encouraged to participate. Prerequisite: Education 220 (Education Psychology).

TWO HOURS

DIRKSE BOTH SEMESTERS, MAY TERM

440. EDUCATIONAL PSYCHOLOGY OF THE ELEMENTARY SCHOOL CHILD - A study of research and theories in educational psychology which have influenced the present elementary school. Attention is given to the educational psychological foundations of curriculum, teaching strategies, and models of teacher-student interactions in the elementary grades.

THREE HOURS

BRYSON MAY TERM

443. STUDENT TEACHING OF EMOTIONALLY IMPAIRED - Student teaching, supervised by the Department of Education, is done in cooperation with school systems in Western Michigan. To provide a field-based learning experience and a vehicle for application of previously acquired knowledge, the student will be placed in a classroom for emotionally impaired children. Students must apply for this student teaching assignment in their Junior year.

FOUR HOURS

STAFF

444. INTERNSHIP IN LEARNING DISABILITIES - This field-based learning experience, supervised by the Department of Education, is done in cooperation with area school systems. The student will be placed in a learning disabilities classroom for the purpose of making application of previously acquired knowledge. Students must apply for this internship in their Junior year.

FOUR HOURS

STAFF

450. PRACTICUM FOR ELEMENTARY TEACHERS - Pre-student teaching experience, a combination of theory and practice. Prospective elementary teachers spend some time observing in the classroom in which they will be student teaching, and have an opportunity to experiment with some of the new techniques and methods which they have been discussing in their college class. This course is taken as a part of the Professional Semester and may be substituted for either Education 300, 340, or 345.

THREE HOURS

DIRKSE, PAUL BOTH SEMESTERS

460. HISTORY OF EDUCATION - The development of formal education from the very beginning of recorded history to the present. The origins of the ideas and values that have profoundly influenced education through the centuries are examined as they are found in ancient, medieval and modern times. Emphasis is placed upon the contributions of various leaders in the field of education.

TWO HOURS

STAFF

English

493. SEMINARS AND READINGS - This seminar provides an opportunity for the Learning Disabilities major to integrate the various components of his experience. There will be reading and discussion of pertinent research literature, interaction with recognized leaders in the field, and observation of programs in learning disabilities.

THREE HOURS

STAFF

465. TESTS AND MEASUREMENTS - An introduction to the purposes, the construction and the interpretation of tests of psychological and educational differences and uniformities. Prerequisite: Math 210 or Math 215 and 216.

THREE HOURS

HARRISON

470. STUDENT TEACHING IN THE ELEMENTARY SCHOOL* - Student Teaching, supervised by the Department of Education, is done in cooperation with several school systems in Western Michigan. Students must apply for student teaching during the second semester of their Junior year.

EIGHT HOURS

DIRKSE, PAUL, MILLER, SCHACKOW

BOTH SEMESTERS, SUMMER

480. STUDENT TEACHING IN THE SECONDARY SCHOOL* - Student Teaching, supervised by the Department of Education, is done in cooperation with school systems in Western Michigan. Students must apply for student teaching during the second semester of their Junior year.

EIGHT HOURS

BAKKER, BRYSON, BULTMAN

BOTH SEMESTERS, SUMMER

485. STUDENT TEACHING IN ELEMENTARY AND SECONDARY SCHOOLS* - Student teaching, supervised by the Department of Education, is done in cooperation with several school systems in Western Michigan. Experience is provided at both the elementary and secondary level enabling students majoring in art, music, and physical education to obtain K-12 certification. Students must apply for student teaching during the second semester of their junior year.

TEN HOURS

BAKKER, BRYSON, BULTMAN

BOTH SEMESTERS, SUMMER

490. INDEPENDENT STUDIES IN EDUCATION - For prospective teachers who wish to do advance study in a special interest field. Approval for study must be given by the Department Chairman.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

495. SEMINAR IN EDUCATION - A course designed to allow a professor to instruct upperclass students in an area of his special interest or research. Students will engage in extensive reading and/or research on a specific topic or problem. Prerequisite: Consent of instructor.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

500. PERSPECTIVES IN EDUCATION - A study of the organizational and operational aspects of American education. Current educational practices, issues and problems will be examined in historical, sociological, and philosophical perspectives. Prerequisite: Senior status or by consent of chairman of the Education department.

THREE HOURS

BAKKER, BULTMAN, SCHACKOW

BOTH SEMESTERS, SUMMER

*For courses related to urban teaching see Philadelphia Urban Semester program, page 192.

ENGLISH

MR. JELLEMA, CHAIRMAN; MR. FIKE, MRS. HARRINGTON, MR. HEMENWAY, MR. HOLLENBACH, MR. HUTTAR, **MISS MUELLER, MR. PRINS, *MISS REEDY, MR. REYNOLDS, MR. RIDL, MR. SCHAKEL, MRS. TAYLOR, MR. TEN HOOR. Assisting Faculty: MRS. JELLEMA, MR. POWELL, MRS. REYNOLDS, MRS. WESTRA.

The varied program of the English Department is designed to meet the needs of the student who wishes to pursue the study of the English language and its literature in depth or the student who wishes to develop special skills in the art of writing, either for their intrinsic worth or in preparation for a specific career. Its major programs reflect these different objectives.

For the potential poet, novelist, journalist or feature writer there is a major program which includes a study of much of the best writing of the past but focuses on courses in writing - some in the *belles lettres* form, others in more technical areas. Students majoring in English with this writing emphasis are encouraged to become involved in one or more of the following activities:

- writing for or editing "Opus," the student literary annual
- competing for the Eerdmans Awards for best original poetry and prose
- serving on the staff of "The Anchor," the student newspaper
- participating in poetry reading sessions
- engaging in dialogue with visiting literary artists
- spending a semester in New York as a writing "apprentice" in the GLCA Arts Semester or in another off-campus program

For the major with primarily literary interests, there is a broad spectrum of courses in English and American literature, culminating in special seminars in writers such as Swift, Faulkner, Lawrence and Twain, and individual research projects. The college library is the laboratory for these majors and it holds an excellent collection of primary and critical materials on literary masters from Chaucer to Bellow, Roethke and Albee. Many majors are planning on a career as teachers of English. For them there is a specially designed course pattern aimed at preparing them for the varied roles of the English instructor, at the secondary or collegiate level, or even in schools in a foreign country, in which English is taught as a second language. Students in such majors, in addition to some of the activities listed above, also have other special opportunities, such as:

- assisting Hope English faculty as student associates and discussion leaders in underclass courses
- participating in monthly literature colloquia
- reading papers at the annual GLCA Literature Conference
- mini-teaching or student teaching in the public schools
- tutoring underprivileged children in the community

A majority of the graduates of this department in the past have moved in the direction of teaching, and frequently this has meant graduate study at major universities throughout the country. Many have gone into the ministry. Increasingly, ma-

*On Leave 1976-77.

**On Leave First Semester 1976-77.

English

jors are entering fields that call for writing skill. Here are some interesting occupations that English majors have moved to:

- Dean of a liberal arts college
- President of a theological seminary
- Planner-evaluator in employment program (CETA)
- Friend of the Court, Ottawa County
- Editor in a publishing company
- Manager of a college book store
- Advertising copy writer
- Executive secretary of the Board of Foreign Missions, RCA
- College reference librarian

All students are required to take a course in composition and a year sequence in literature as part of the general degree requirements. Course 113 in composition and courses 231 and 232 in literature are intended to meet these basic requirements. English 113 is prerequisite to all other writing courses, and 231 or 232 or 249 is prerequisite to all literature courses numbered above 300, except by special permission of the department chairman.

MAJORS: Concentration in English prepares students for a wide variety of careers as well as for responsible and personally rewarding avocational pursuits. The basic major is supplemented by elective courses within and outside the department to fit the individual student's interests and needs. See "Guidelines" below, and inquire at English office for career information.

A satisfactory overall average (2.0) and an average of at least 2.3 in English course work to date are the general criteria for acceptance in the English major program. Students usually apply for admission during the sophomore year, but may do so at any time. English 249 is a basic course in the major sequence and should be taken in the freshman or sophomore year. The competencies in language, writing, and literature which the major aims to develop are given in detail in the departmental Prospectus for Majors that is available on request.

The basic major is a minimum of 30 credit hours of English courses above 200, of which at least 18 hours must be above 300. Intermediate level proficiency in a foreign language is valuable for all English majors and is essential for those proceeding to graduate study in the field. The major must include the following:

1. Practical criticism (249), preferably taken in freshman or sophomore year.
2. World literature.
3. A course in American literature.
4. Two courses in English literature.
5. A course on the English language.
6. A course that focuses on a major writer (361, 364, 369, or in some cases 490 or 495).
7. Electives.

Guidelines for the English Major with Special Professional Goals

Among the options available to the student in the above program, certain courses are particularly recommended as part of the preparation for specific goals. Variation from these guidelines should be discussed with the major advisor.

- A. Elementary Teaching: 325, Children's Literature; 355, Modern English Grammar; 364, Shakespeare; 305, Major American Writers or 301, 302, Survey of American Literature; 311, 312, Survey of English Literature.
- B. Secondary Teaching: 355, Modern English Grammar; 364, Shakespeare; 301, 302, Survey of American Literature; 311, 312, Survey of English Lit-

English

erature; upper level electives.

- C. Graduate Study in English: Two courses in American Literature; three courses, preferably period courses, in English Literature; 364, Shakespeare; an advanced studies course (490 or 495); electives from upper level courses. (This major should approximate 40 hours.)
- D. Writing & Editing: One or more advanced writing courses; literature electives. (This major should approximate 35 hours.) Cognate courses in Communications are recommended.

For other kinds of professional preparation (e.g. business and industry, pre-law, pre-seminary, pre-med, foreign service, librarianship) the specific recommendations in English are less prescriptive and the student should, with his advisor's help, tailor a program to his own needs.

Internship programs are available for English majors having specific career interests such as writing, librarianship, and business. The student may devote part-time or full-time for a semester to such programs, either in Holland or off-campus. For information, inquire at the departmental office.

MINORS: For students planning to apply for a secondary teaching certificate with an English minor, the department offers an advising program to guide them in course selection. At the time of entering a major they should also apply for an English minor on forms available at both the English and education offices.

Changes in the department's curricular offerings are initiated in departmental meetings, which are open to visitors and include student voting members. Proposals are invited from interested students or groups of students for 295 and 495 topics.

Academic Skills Center (Van Zoeren 012)

A full description of this no-fee service is given on p.45.

ENGLISH 010. ACADEMIC SKILLS CENTER - Individual assistance is offered daily at scheduled times to help the student improve writing skills, study skills, and reading rate and comprehension. The student may seek these services voluntarily, be referred to the Center by one of his teachers, or even be required for a particular course to do work in the Center. In the last instance, the student registers formally for English 010.

NON-CREDIT

STAFF

Writing

090. WRITERS' WORKSHOP - Participants submit their current creative writing and meet regularly for critical discussion of the manuscripts submitted. Offered year-round, subject to enrollment. No credit or honor points will be given toward graduation.

RIDL BOTH SEMESTERS

101. ENGLISH AS A FOREIGN LANGUAGE (EFL) - A special course for foreign students who need improvement in English language proficiency. Emphasis is placed on improvement in speaking, comprehension, reading, and writing. Normally required of foreign students before taking the English 113 requirement or a full academic load. Credit hours to be determined by foreign students' advisor on basis of test scores; hours count as elective credit; pass/fail grade. Classroom work plus laboratory work (language laboratory and/or Academic Skills Center), as individual needs dictate.

FOUR TO NINE HOURS

POWELL BOTH SEMESTERS

English

113. INTRODUCTION TO LIBERAL STUDIES - This course encourages students to explore ideas through reading, discussion, and writing. The emphasis is on development of writing abilities. The area of exploration varies with individual instructors: consult department for current list. Sections in 1975-76 were on the following topics: Writing about Literature, Science Fiction and Fantasy, We're Only Human, Crime and Punishment, Games People Play, Signs of the Times, Classical Outposts, Mythology in Science Fiction, The Twenties, Cultures in Conflict: the Middle East, Themes in C.S. Lewis, The Search for Meaning, American Indian Points of View, American Fictional Families, Writing about Fiction, Images of Woman, Novels of Protest, and Individual Projects. Required of all freshmen. Not counted toward an English major.

FOUR HOURS

STAFF BOTH SEMESTERS

213. ADVANCED WRITING - A course designed to further the student's ability to write effective expository prose. For students in any discipline. Prerequisite: English 113.

TWO HOURS

STAFF BOTH SEMESTERS

254. CREATIVE WRITING - For students who wish to practice the fictive forms of writing (short story, novel, poetry, drama). Prerequisite: English 113.

THREE HOURS

JELLEMA FALL SEMESTER

340. PLAYWRITING - Practice in the art of writing for the stage or screen. Students will move from work on selected special problems to the writing of full one-act or longer scripts. Whenever possible provision will be made for reading performances of work-in-progress; and in cases of exceptional merit arrangements may be made for public performance or screening of a finished script. Course is offered jointly with the Theatre department (same as Theatre 240). Offered at student request, but no more frequently than every other year. Prerequisite: permission of the instructors.

THREE HOURS

RIDL FALL SEMESTER

359. APPRENTICESHIP IN WRITING - IDS 349, Apprenticeship in Writing, may be awarded up to 8 hours of English credit at the discretion of the department. This course may be taken as part of the Chicago, Philadelphia, or Washington Semester Program, or by individual arrangement through the department with a local host company or agency.

389. GLCA ARTS PROGRAM - The Great Lakes Colleges Association Arts Program, presently based in New York City, involves the student in a full semester study and involvement in the arts. The program includes a Seminar on the Arts in which all students participate, together with individual projects, including one or a combination of the following: professional apprenticeship, independent research, enrollment in courses not available to the student on his own campus or in nearby institutions. Approval by the department is required prior to the student's registering for this course and the department must approve the student's individual program before credit will be granted. The GLCA Arts Program should preferably be taken in the sophomore or junior year. The registrant must be accepted into the program by the Director of the Program.

At the discretion of the department, a portion of the credits earned in this semester may be applied toward the student's major requirements. Otherwise, the credits will be understood to constitute elective hours within the department.

SIXTEEN HOURS (MAXIMUM)

EITHER SEMESTER

English

454. ADVANCED CREATIVE WRITING - A seminar for those who wish to continue writing. Each student will work on a major project. Prerequisite: English 254. Offered alternate years, 1977-78.

THREE HOURS

JELLEMA SPRING SEMESTER

Literature

231. WORLD LITERATURE I - A study of world masterpieces in translation through the Renaissance. Meets part of the Cultural Heritage requirement.

THREE HOURS

STAFF FALL SEMESTER

232. WORLD LITERATURE II - A study of world masterpieces since the Renaissance. Meets part of Cultural Heritage requirement.

THREE HOURS

STAFF SPRING SEMESTER

IDS 231-232 will also meet the World Literature requirement for graduation and for the English major, although it does not count as credits in English.

241. BLACK LITERATURE - An intensive examination of selected prose and poetry of black American authors. Offered alternate years, 1977-78.

THREE HOURS

HEMENWAY SPRING SEMESTER

249. PRACTICAL CRITICISM - The exercise of practical criticism applied to poetry. Basic course in the English major; open to non-majors.

THREE HOURS

STAFF BOTH SEMESTERS

250. CLASSICAL MYTHOLOGY - See description under Classics 250.

288. THE SHORT STORY - Introduction to the short story as a form of literature.

TWO HOURS

FIKE FALL SEMESTER

295. SPECIAL TOPICS - Study of an area in literature or language not covered in the regular course listings. Offered occasionally as student and teacher interest requires and scheduling permits. Topics offered during 1975-76 included Swift and Moral Satire, Short Stories of Faulkner and Welty, Voices of American Women, and The Legend of Arthur. For current year's list consult departmental office.

TWO or THREE HOURS

STAFF

301. SURVEY OF AMERICAN LITERATURE I - A chronological survey of American literature, from the beginnings to the late nineteenth century. Not open to students electing English 305.

THREE HOURS

HOLLENBACH FALL SEMESTER

302. SURVEY OF AMERICAN LITERATURE II - A chronological survey of American literature from the mid nineteenth century to the present. Not open to students electing English 305. English 301 not a prerequisite.

THREE HOURS

HOLLENBACH SPRING SEMESTER

305. MAJOR AMERICAN WRITERS - Study of selected American writers of the 19th and 20th centuries. Not open to students electing English 301 or 302.

THREE HOURS

HARRINGTON FALL SEMESTER

311. SURVEY OF ENGLISH LITERATURE I - English literature from its beginnings to the eighteenth century.

THREE HOURS

HEMENWAY FALL SEMESTER

English

312. SURVEY OF ENGLISH LITERATURE II - English literature from the Romantic period to the present. English 311 not a prerequisite.

THREE HOURS

FIKE SPRING SEMESTER

325. CHILDREN'S LITERATURE - An introduction to the authors, illustrators, and publications in the field of children's literature. Traditional literature, representative modern writings, and award-winning books are studied in their historical context and as guides to determining principles for interpreting and evaluating juvenile books as literature. Required of majors planning on elementary teaching.

TWO HOURS

STAFF BOTH SEMESTERS

330. THE ENGLISH NOVEL - The structure and content of the English novel from Defoe to Joyce. Alternate years, 1977-78.

THREE HOURS

PRINS SPRING SEMESTER

332. THE AMERICAN NOVEL - American novels from Hawthorne to Faulkner.

THREE HOURS

PRINS FALL SEMESTER

334. THE MODERN EUROPEAN NOVEL - The nineteenth and twentieth century influences on the novel from Balzac to Camus. Alternate years, 1976-77.

THREE HOURS

PRINS SPRING SEMESTER

335. THE ENGLISH LYRIC - A critical history of the short poem in English from its beginnings in Middle English to its modern forms. Alternate years, 1976-77.

THREE HOURS

FIKE FALL SEMESTER

338. MODERN POETRY - Study of major poets of twentieth-century England and America.

THREE HOURS

JELLEMA SPRING SEMESTER

345. MODERN DRAMA IN ENGLISH - A study of representative English, Irish, and American drama of the twentieth century. Examination of drama as an art form and as an expression of contemporary social and personal issues. Includes writing representative of minority groups. Offered alternate years, 1976-77.

THREE HOURS

HOLLENBACH SPRING SEMESTER

349. HISTORY OF LITERARY CRITICISM - Examines the major schools of Western literary critical thinking from antiquity to the present in an effort to acquaint the student with the history and method of the shapers of critical theory and technique as well as the arbiters of style and taste in literature. Prerequisite: junior or senior standing.

THREE HOURS

MUELLER SPRING SEMESTER

361. CHAUCER AND HIS TIMES - The literature and ideas that spelled the end of the Middle Ages. Knowledge of Middle English not required. Offered alternate years, 1977-78.

THREE HOURS

REEDY FALL SEMESTER

363. SPENSER AND HIS TIMES - The English Renaissance in the non-dramatic literature. The course aims to study literature as an expression of the new concepts that marked the sixteenth century. Offered alternate years, 1976-77.

THREE HOURS

HUTTAR FALL SEMESTER

English

364. SHAKESPEARE'S PLAYS - The most important plays of Shakespeare in chronological order to show the evolution of Shakespeare as a dramatist.

THREE HOURS

TEN HOUR BOTH SEMESTERS

369. MILTON - Primarily a study of Milton's poetry with some attention to his prose. Offered alternate years, 1976-77.

THREE HOURS

HUTTAR SPRING SEMESTER

372. SEVENTEENTH CENTURY - Study of representative prose, poetry and drama of seventeenth-century England, with emphasis on the earlier period. Shakespeare and Milton excluded. Offered alternate years, 1977-78.

THREE HOURS

HUTTAR SPRING SEMESTER

374. POLITICS AND LITERATURE IN THE EIGHTEENTH CENTURY - Focuses on the political and ethical satiric verse and prose in the great age of English satire, 1660-1760, emphasizing the works of Dryden, Swift, Gay, and Pope. Offered alternate years, 1976-77.

THREE HOURS

SCHAKEL FALL SEMESTER

376. POETRY OF THE ROMANTIC MOVEMENT - English poetry 1783-1832: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Offered alternate years, 1977-78.

THREE HOURS

FIKE FALL SEMESTER

378. THE VICTORIAN AGE - Selected Victorian poetry and prose in the light of the social and intellectual background of the age, 1832-1901. Offered alternate years, 1977-78.

THREE HOURS

FIKE SPRING SEMESTER

Language

355. THE MODERN ENGLISH LANGUAGE - Examination of traditional, structural, and transformational models for analyzing the structure of contemporary American English. Recommended for prospective teachers.

THREE HOURS

REYNOLDS FALL SEMESTER

356. HISTORY OF THE ENGLISH LANGUAGE - Study of the principles and phenomena of language change through an examination of changing forms and meanings in English from the earliest times to the present day. Alternate years, 1976-77.

THREE HOURS

REYNOLDS SPRING SEMESTER

Linguistics 364 may be substituted to fulfill the major requirement of a course on the English language, but will not count toward the 30 hours in the major field.

380. TEACHING OF SECONDARY SCHOOL ENGLISH - A study of and experience in applying methods of teaching grammar, discussion, literature, and composition in the secondary school. Required for Secondary Certification. Not credited toward English major or minor, unless taken as a second methods course. Should be taken after or concurrently with Education 360, and before student teaching.

THREE HOURS

TAYLOR FALL SEMESTER

See also Education 378, Teaching English as a Second or Foreign Language,

English

which may also be advisable for students to elect when appropriate to their special vocational goals.

Readings and Research

490. INDIVIDUAL STUDY - An individual research project, investigating some topic in depth and culminating in a paper that demonstrates literary scholarship and independent thought. Students who meet the Honors Project eligibility and present a paper that meets the standards established will have the course recorded as an Honors Project. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application (forms available in department office).

TWO or THREE HOURS

STAFF BOTH SEMESTERS

495. ADVANCED STUDIES - A seminar in some field designated by the instructor. Preparation and presentation of research papers are central to the course. Prerequisite: previous work in or related to the designated field. May be repeated for additional credit in a different field of study. Consult departmental office for current year's topics.

THREE HOURS

STAFF BOTH SEMESTERS

499. READINGS IN LITERATURE - Designed to fill in gaps in knowledge of important authors and works and of major trends and patterns. Readings under tutorial supervision of an instructor assigned by department chairman. Prerequisite: departmental acceptance of application (forms available in department office).

THREE HOURS

STAFF BOTH SEMESTERS

FOREIGN LANGUAGES AND LITERATURES

The Department of Foreign Languages and Literatures seeks to lead students to a more complete understanding of the structure and role of language in human society, to an understanding and open-minded tolerance of the culture of the people who speak a language other than their own, and to the development of the ability to communicate in a language other than their native tongue. Instruction is offered in French, German, Greek, Latin, Russian and Spanish. Some courses are primarily designed to increase fluency in speaking, reading and writing. Others stress the patterns of life and thought and the great works of literature written in that language.

Since appreciation of other cultures and fluency in the use of another language is greatly enhanced by maximum immersion in the culture and constant challenge to use the language, the department sponsors many supplementary activities, in which majors normally take an active part:

- language clubs
- special language tables in the dining halls
- language houses (German, French, and Spanish) in each of which resides a native speaking student who provides conversational leadership and tutoring
- foreign film series
- semester or year abroad or summer programs, such as
 - the Hope Program in Grenoble, France
 - the German semester of year program in Vienna or Freiburg
 - the Spanish semester or year program in Madrid
 - the GLCA summer, semester or academic year Spanish/Social Studies program in Bogotá, Colombia
 - the Hope Vienna summer program
- tutoring opportunities with children of Spanish-American background living in the community of Holland

All the faculty have traveled and studied abroad. Five of them are natives of countries other than the U.S.A.

Alumni of Hope who have specialized in foreign language study have found this field helpful in moving to a great variety of careers.

- high school and college teaching of foreign languages and literatures
- teachers of English in countries with the language of their major
- college librarian
- classical archaeologist
- translator
- business secretary for a firm with international accounts
- foreign missionary
- foreign service officer - U.S. cultural officer
- editorial assistant in a news magazine

To meet the needs of the intended major the following programs are available in Classical Studies (Classics, Greek and Latin), French, German, and Spanish:

1. *Language Major* - a major designed for the student whose goal is the ac-

Foreign Languages and Literatures

quisition of language skills and a knowledge of the particular culture in which the particular language evolved. (This major is recommended for students who desire a career in primary or secondary education in foreign languages.)

2. *Literature Major* - a major designed for the student whose primary interest is in literature and whose ultimate goal could be to pursue studies in a chosen literature at the graduate school level.
3. *Area Studies Major* - a major designed to provide the student with the opportunity to develop a well-coordinated, interdisciplinary program consisting of work in a chosen language together with selected courses from related areas.

(The specific requirements for each of these three majors in a given language will be found preceding the listing of the course offerings for the language.)

A teaching minor in French, German or Spanish consists of twenty credit hours of the appropriate language taken at the college level. Since not all of the courses in French, German or Spanish are equally suited to the teaching minor, the department makes the following recommendations:

1. that the teaching minor in French, German or Spanish include at least three credit hours at the 300 level;
2. that neither French, German or Spanish 200 nor French, German or Spanish 250 be included in such a minor because they are conducted entirely in English;
3. that in addition, the student take Education 384 Methods of Teaching Foreign Languages, if possible;
4. that students interested in completing a minor in French, German or Spanish seek the advice of the chairman of the Department of Foreign Languages and Literatures in selecting courses.

To meet the needs of all students, the department offers courses of the following types in the various language areas:

1. Courses designed to enable the student to communicate in a given language (labelled "audio-lingual" in the course listings)
2. Courses designed to enable a student to read a given language (labelled "reading" in the course listings)
3. Courses in English designed to acquaint the student with a foreign literature or culture (indicated by an asterisk in the course listings)

The course offerings and the descriptions of major programs follow under these headings:

Classical Studies (Classics, Greek and Latin)	
Education	Linguistics
English As A Foreign Language	Russian
French	Spanish
German	

CLASSICAL STUDIES: Classics, Greek and Latin

MR. NYENHUIS, MR. WHEELER, MRS. WHEELER

Major in Classics: In order to fulfill the requirements for a major in Classics, a student must complete thirty (30) hours of course work in Classics. These thirty hours

Foreign Languages and Literatures

must include: fifteen (15) hours of Latin beyond the Latin 131 level, and twelve (12) hours of Greek. A major is expected to acquire some knowledge of related fields, i.e., History and Archeology. The department will counsel the student regarding source materials available in these fields.

Major in Latin: A major designed to prepare the student for language teaching at the primary or secondary school level with emphasis upon the skills of language acquisition and upon the culture in which the Latin language evolved. This major consists of thirty (30) credit hours of courses numbered 272 or higher; these 30 hours must include Education 384 Teaching Foreign Languages.

Major in Ancient Civilization: A flexible major designed to provide a student with the opportunity to develop a well-coordinated, inter-disciplinary program in Classical Literature, History and Thought. The required thirty (30) hours must include: (a) Twelve (12) hours of college-level work in ancient language, twenty (20) hours of Latin for those students wishing to use this field for a teaching minor; (b) six (6) hours of Ancient History, and (c) twelve (12) hours of courses in Ancient Art, Ancient Religion, Classical Literature in Translation, Mythology, Ancient Philosophy, or Ancient History not used for (b) above.

A variety of study-abroad programs are available for study in Athens, Rome, Jerusalem, or Beirut. Overseas programs should be worked out with the Classical Studies Section to insure that full credit is given.

Classics

***205. THE GREEK EXPERIENCE** - A study of the ideas and contributions of the major writers from pre-classical to Hellenistic times, with special attention given to the pertinent historical and archaeological background. May be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 231 in partial satisfaction of the Cultural Heritage Requirement, but not for both. A knowledge of Greek not required. Open to all students. Alternate years, 1977-78.

THREE HOURS

STAFF FALL SEMESTER

***207. THE ROMAN EXPERIENCE** - A study of the ideas and contributions of the major Roman writers from the Republican Period through the Fourth Century, with special attention given to the pertinent historical and archaeological background. May be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 231 in partial satisfaction of the Cultural Heritage Requirement, but not for both. A knowledge of Latin not required. Open to all students. Alternate years, 1976-77.

THREE HOURS

STAFF FALL SEMESTER

***250. CLASSICAL MYTHOLOGY** - A study of the myths of Greece and Rome, using both secondary and original sources. A knowledge of the Latin and Greek languages not required. Open to all students.

THREE HOURS

STAFF SPRING SEMESTER

***295. STUDIES IN CLASSICAL LANGUAGES AND LITERATURES** - This course is designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

***372. GREEK TRAGEDY** - An in-depth study and comparison of the complete works of Aeschylus, Sophocles, and Euripides. A knowledge of Greek or Latin not

Foreign Languages and Literatures

required. Prerequisite: a 200 level course in Classics, Greek, or Latin, or permission of instructor. Alternate years, 1977-78.

THREE HOURS

STAFF SPRING SEMESTER

***374. ANCIENT EPIC** - An in-depth study and comparison of the *Iliad*, *Odyssey*, *Aeneid*, and *Metamorphoses*. A knowledge of Greek and Latin not required. Prerequisite: a 200 level course in Classics, Greek, or Latin, or permission of instructor. Alternate years 1976-77.

THREE HOURS

STAFF SPRING SEMESTER

***451. GREAT ISSUES: ANCIENT AND MODERN** - The Greeks and Romans were faced with problems similar to those we face today in such areas as religion, education, domestic and foreign policy. The course will be a seminar in which the students will compare the problems of today with those of the Classical period, analyze the solutions (or attempts) of the ancients, and in the light of this, study contemporary solutions from the point of view of a liberally-educated Christian. A knowledge of Greek or Latin not required. Prerequisite: a 200 level course in Classics, Greek or Latin, or permission of instructor.

THREE HOURS

STAFF FALL SEMESTER

***495. STUDIES IN CLASSICAL LANGUAGES AND LITERATURES** - This course is designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

Greek

171. ELEMENTARY GREEK I - An introduction to the elements of *New Testament* grammar. For students with no previous study of Greek.

THREE HOURS

STAFF FALL SEMESTER

172. ELEMENTARY GREEK II - A continuation of Greek 171. Prerequisite: Greek 171.

THREE HOURS

STAFF SPRING SEMESTER

271. CLASSICAL GREEK - A comparison of the grammatical elements of New Testament and Classical Greek. Selected prose and poetry readings from the classical period. Prerequisite: Greek 172 or equivalent.

THREE HOURS

STAFF FALL SEMESTER

272. NEW TESTAMENT READINGS - Selected readings from the *New Testament*. Prerequisite: Greek 172 or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

490. SPECIAL AUTHORS - Material covered to vary, depending upon the needs and desires of those who elect the course. Prerequisite: Greek 271 or permission of instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

Latin

131. LATIN REVIEW - A refresher course designed for the student who has studied Latin previously but places below the 200 level on the Placement Test. Prerequisite: placement or equivalent.

THREE HOURS

STAFF FALL SEMESTER

Foreign Languages and Literatures

171. ELEMENTARY LATIN I - An introduction to the elements of Latin grammar. For students with no previous study of Latin.

THREE HOURS

STAFF FALL SEMESTER

172. ELEMENTARY LATIN II - A continuation of Latin 171. Prerequisite: Latin 171.

THREE HOURS

STAFF SPRING SEMESTER

272. MEDIAEVAL LATIN - Selected readings from mediaeval authors. Prerequisite: Latin 131, 172, Placement Test or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

351. ROMAN POETRY I - Reading of selected poems of Catullus and Horace. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1976-77.

THREE HOURS

STAFF FALL SEMESTER

352. ROMAN SATIRE - Readings from the satires of Horace and Juvenal. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1977-78.

THREE HOURS

STAFF SPRING SEMESTER

353. ROMAN HISTORIOGRAPHY - Selected readings from Caesar, Sallust, Livy, and Tacitus. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1977-78.

THREE HOURS

STAFF FALL SEMESTER

354. ROMAN POETRY II - Selections from Lucretius, Vergil, and Ovid. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1976-77.

THREE HOURS

STAFF SPRING SEMESTER

362. PROSE COMPOSITION - A study of Latin idiom in the Ciceronian period, combined with practice in writing short selections in Latin. Prerequisite: one 300 level course in Latin or permission of instructor. Alternate years, 1976-77.

TWO HOURS

STAFF SPRING SEMESTER

490. SPECIAL AUTHORS - Material covered to vary, depending on the needs and desires of those who elect the course. Prerequisite: Latin 272 or permission of instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

Education

MRS. FABER, MR. POWELL

378. TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE - See Education 378.

TWO HOURS

POWELL SPRING SEMESTER

384. TEACHING FOREIGN LANGUAGES - Required of French, German, Latin or Spanish majors seeking secondary certification. See Education 384.

TWO HOURS

FABER FALL SEMESTER

English As A Foreign Language

ENGLISH 101. ENGLISH AS A FOREIGN LANGUAGE (EFL) - A special course for

Foreign Languages and Literatures

foreign students who need improvement in English language proficiency. Emphasis is placed on improvement in speaking, comprehension, reading, and writing. Normally required of foreign students before taking English 113 and a full academic load. Credit hours to be determined by foreign students' advisor; hours count as elective credit; pass/fail grade. Classroom work plus laboratory work (language laboratory and/or writing center), as individual needs dictate.

FOUR to FIVE HOURS

POWELL FALL SEMESTER

French

MR. CREVIERE*, MRS. VICKERS.

MAJORS:

1. *French Language Major.*

A major designed for the student whose goal is the acquisition of language skills and a knowledge of the particular culture in which the particular language evolved. (This major is recommended for students who desire a career in primary or secondary education in foreign languages.) The French Language Major consists of 30 credit hours of courses numbered 210 or higher; these courses must include: French 211, 212, 230, 250, 310, 330, 350, 370, and Linguistics 364.

2. *French Literature Major.*

A major designed for the student whose primary interest is French literature and whose ultimate goal could be to pursue studies in French literature at the graduate-school level. The French Literature Major consists of 24 hours of French courses numbered 310 or higher including 493, and at least 15 hours of courses in literature (a maximum of 12 of the credit hours in literature will be accepted from study abroad). In addition, Classics 250 and English 349 are required.

3. *French Area Studies Major.*

Viewed essentially, although not exclusively, as a component of a double major, the French Area Studies Major provides the student with the opportunity to develop a well-coordinated, inter-disciplinary second concentration consisting of substantive work in French together with selected courses from related areas. This area Studies Major can reinforce the primary major. For the prospective teacher the French Area Studies Major provides considerably more than the traditional minor by allowing for an in-depth area consolidation built around the 20 hour language teaching minor. The French Area Studies Major consists of 30 credit hours of courses which must include:

- a) a minimum of 15 credit hours of French courses beyond the 210 level and of which at least 6 credit hours must be at the 300 level or higher;
- b) a maximum of 15 credit hours of related courses from any of the following departments: Art (history), Classical Studies, Economics, English, German, History, Linguistics, Music (history), Philosophy, Political Science, Religion, Russian, Sociology, Spanish and Theater. None of these courses may be counted as part of another major.

It is recommended that students who intend to teach French in secondary school choose a teaching minor or Area Studies Major in another foreign language. All qualified majors are urged to participate in the Grenoble Program.

111. AUDIO-LINGUAL FRENCH I - 'An audio-lingual course designed to develop four skills: understanding, speaking, reading and writing French. French 111-112

* On leave Second Semester 1976-77.

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or French 131 is the most appropriate track for the general student and for the potential language or literature major or minor. Conducted largely in French. For students with no previous study of French.

THREE HOURS

STAFF FALL SEMESTER

112. AUDIO-LINGUAL FRENCH II - A continuation of French 111. Conducted largely in French. Prerequisite: French 111 or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

131. AUDIO-LINGUAL FRENCH REVIEW - An audio-lingual refresher course designed for the student who has studied French previously but places below the 200 level on the Placement Test. Development of four skills: understanding, speaking, reading and writing French. Conducted largely in French. Prerequisite: placement or equivalent.

THREE HOURS

STAFF FIRST SEMESTER

171. READING FRENCH I - A course designed to lead to the acquisition of reading skill only. French 171-172 is the most appropriate track for the student who plans to use French as a research tool in his major and/or in preparation for language examinations in graduate school. This track may also be used as part of a French Area Studies Major. Conducted in English. For students with no previous study of French. Alternate years, 1977-78.

THREE HOURS

STAFF FALL SEMESTER

172. READING FRENCH II - A continuation of French 171. Conducted in English. Prerequisite: French 171 or equivalent. Alternate years, 1977-78.

THREE HOURS

STAFF SPRING SEMESTER

***200. FRENCH LITERATURE IN TRANSLATION** - Reading of selected masterpieces of French literature in English translation. Special attention given to the study of a variety of literary genres. This course may be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement, but not for both. Readings and discussions in English. No knowledge of French required. Open to all students.

THREE HOURS

STAFF FALL SEMESTER

211. AUDIO-LINGUAL FRENCH III - A study of pronunciation and grammar; intensive and extensive reading; dictation, conversation, and composition. Conducted in French. Prerequisite: French 112, 131, placement, or equivalent.

THREE HOURS

STAFF FALL SEMESTER

212. AUDIO-LINGUAL FRENCH IV - Reading in French literature, history, and culture. Conversation and composition, with required supplementary readings. Conducted in French. Prerequisite: French 211, placement, or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

230. FRENCH CONVERSATION - A course designed to develop aural and oral skills. Conducted entirely in French. Prerequisite: any one of following: French 112, 131, 172, placement, or equivalent. It is strongly recommended that French 211 be taken before or concurrently with French 230.

THREE HOURS

STAFF SPRING SEMESTER

***250. THE FRENCH WORLD TODAY** - A study of contemporary French culture, in-

Foreign Languages and Literatures

cluding economic, political, sociological and creative forces and their influence in today's world. Readings, lectures and discussions in English. No knowledge of French required. Open to all students.

THREE HOURS

STAFF SPRING SEMESTER

295. STUDIES IN FRENCH LANGUAGE AND LITERATURE - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

310. ADVANCED GRAMMAR AND COMPOSITION - A comprehensive study of French grammar, with extensive work in composition. Conducted in French. Prerequisites: French 212, or placement, or equivalent. Alternate years, 1977-78.

THREE HOURS

STAFF FALL SEMESTER

330. ADVANCED FRENCH CONVERSATION - A course designed to develop aural and oral competency in French. Conducted entirely in French. Prerequisites: French 212, placement, or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

350. THE DEVELOPMENT OF FRENCH CIVILIZATION - A study of the origins, development and significance of various aspects of French civilization. Conducted entirely in French. Prerequisites: French 212, or placement or equivalent. Alternate years, 1976-77.

THREE HOURS

STAFF FALL SEMESTER

370. INTRODUCTION TO FRENCH LITERATURE - A study of major literary works of France, with special emphasis on a variety of literary genres. Required of all French majors. Conducted entirely in French. May be taken in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement. Prerequisites: French 212, or placement, or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

68

471. 17TH CENTURY FRENCH LITERATURE - French Classicism in the Golden Age: Descartes, Pascal, Corneille, Racine, Molière, LaFontaine, and other writers. Prerequisite: French 370 or permission of instructor. Every third year, 1976-77.

THREE HOURS

STAFF FALL SEMESTER

473. 18TH CENTURY FRENCH LITERATURE - French thought as reflected in the literature of the Age of Enlightenment: Montesquieu, Voltaire, Rousseau, Diderot, Marivaux, Beaumarchais, and other writers. Prerequisite: French 370 or permission of instructor. Every third year, 1977-78.

THREE HOURS

STAFF FALL SEMESTER

476. 19TH CENTURY FRENCH LITERATURE - The development of the Romantic movement in drama, poetry, and fiction; the novel from Balzac to Anatole France; Parnassian poetry; the Realistic drama. Prerequisite: French 370 or permission of instructor. Every third year, 1978-79.

THREE HOURS

STAFF SPRING SEMESTER

478. 20TH CENTURY FRENCH LITERATURE - The novel, drama, and poetry of the contemporary period: Proust, Gide, Claudel, Valéry, Camus, Sartre, and other

Foreign Languages and Literatures

writers. Prerequisite: French 370 or permission of instructor. Every third year 1977-78.

THREE HOURS

CREVIERE SPRING SEMESTER

490. SPECIAL PROBLEMS IN FRENCH - Individual study under the direction of an instructor designated by the chairman of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisite: permission of department chairman.

TWO or THREE HOURS

STAFF BOTH SEMESTERS

493. SPECIAL FRENCH STUDIES - Preparation for a comprehensive examination in the major field. Prerequisite: one 400 level course in French and permission of department chairman.

THREE HOURS

STAFF BOTH SEMESTERS

495. STUDIES IN FRENCH LANGUAGE AND LITERATURE - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

German

MR. BEDELL, MR. MEGOW, MRS. STRAND

MAJORS:

1. *German Language Major.*

A major designed for the student whose goal is the acquisition of language skills and a knowledge of the particular culture in which the particular language evolved. (This major is recommended for students who desire a career in primary or secondary education in foreign languages.) The German Language Major consists of 30 credit hours of courses numbered 210 or higher; these courses must include: German 210, 230, 250, 271, 310, 330, 350, 370, and Linguistics 364.

2. *German Literature Major.*

A major designed for the student whose primary interest is German literature and whose ultimate goal could be to pursue studies in German literature at the graduate-school level. The German Literature Major consists of 24 hours of German courses numbered 310 or higher including 493 and at least 15 hours of courses in literature (a maximum of 12 of the credit hours in literature will be accepted from study abroad). In addition, Classics 250 and English 349 are required.

3. *Germanic Studies Major.*

Viewed essentially, although not exclusively, as a component of a double major, the Germanic Area Studies Major provides the student with the opportunity to develop a well-coordinated, inter-disciplinary second concentration consisting of substantive work in German together with selected courses from related areas. This Area Studies Major can reinforce the primary major. For the prospective teacher the Germanic Area Studies Major provides considerably more than the traditional minor by allowing for an in-depth area consolidation built around the 20 hour language teaching minor. The Germanic Area Studies Major consists of 30 credit hours of courses which must include:

a) a minimum of 15 credit hours of German courses beyond the 210 level and

Foreign Languages and Literatures

of which at least 6 credit hours must be at the 300 level or higher;

- b) a maximum of 15 credit hours of related courses from any of the following departments: Art (history), Classical Studies, Economics, English, French, History, Linguistics, Music (history), Philosophy, Political Science, Religion, Russian, Sociology, Spanish and Theater. None of these courses may be counted as part of another major.

It is recommended that students who intend to teach German in secondary school choose a teaching minor or Area Studies Major in another foreign language. All qualified majors are urged to include some foreign study experience in their major program.

111. AUDIO-LINGUAL GERMAN I - An audio-lingual course designed to develop four skills: understanding, speaking, reading and writing German. German 111-112 or German 131 is the most appropriate track for the general student and for the potential language or literature major or minor. Conducted largely in German. For students with no previous study in German.

THREE HOURS

STAFF FALL SEMESTER

112. AUDIO-LINGUAL GERMAN II - A continuation of German 111. Conducted largely in German. Prerequisite: German 111 or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

131. AUDIO-LINGUAL GERMAN REVIEW - An audio-lingual refresher course designed for the student who has studied German previously but places below the 200 level on the Placement Test. Development of four skills: understanding, speaking, reading and writing German. Conducted largely in German. Prerequisite: placement or equivalent.

THREE HOURS

STAFF FALL SEMESTER

171. READING GERMAN I - A course designed to lead to the acquisition of reading skill only. German 171-172 is the most appropriate track for the student who plans to use German as a research tool in his major and/or in preparation for language examinations in graduate school. This track may also be used as part of a German Area Studies Major. Conducted in English. For students with no previous study of German. Alternate years, 1976-77.

THREE HOURS

STAFF FALL SEMESTER

172. READING GERMAN II - A continuation of German 171. Conducted in English. Prerequisite: German 171 or equivalent. Alternate years, 1976-77.

THREE HOURS

STAFF SPRING SEMESTER

***200. GERMAN LITERATURE IN TRANSLATION** - Reading of selected masterpieces of German literature in English translation. Special attention given to the study of a variety of literary genres. This course may be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement, but not for both. Readings and discussion in English. No knowledge of German required. Open to all students.

THREE HOURS

STAFF SPRING SEMESTER

210. GERMAN COMPOSITION - A course designed to develop skill in writing correct expository prose in German. Prerequisite: any one of following: German 112, 131, 172, placement, or equivalent. Conducted in German.

THREE HOURS

STAFF BOTH SEMESTERS

Foreign Languages and Literatures

230. GERMAN CONVERSATION - A course designed to develop aural and oral skills. Conducted entirely in German. Prerequisite: any one of following: German 112, 131, 172, placement, or equivalent. It is strongly recommended that German 210 be taken before or concurrently with German 230.

THREE HOURS

STAFF BOTH SEMESTERS

***250. THE GERMANIC WORLD TODAY** - A study of contemporary Germanic culture, including economic, political, sociological and creative forces and their influence in today's world. Readings, lectures and discussions in English. No knowledge of German required. Open to all students.

THREE HOURS

STAFF FALL SEMESTER

271. GERMAN READINGS - A course designed to develop reading skill in German. Conducted in German. Prerequisite: German 112, 131, 172, placement, or equivalent.

THREE HOURS

STAFF FALL SEMESTER

295. STUDIES IN GERMANIC LANGUAGE AND LITERATURE - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

310. ADVANCED GRAMMAR AND COMPOSITION - A comprehensive study of German grammar, with extensive work in composition. Conducted in German. Prerequisite: German 210 and either German 230 or 271, or placement, or equivalent. Alternate years, 1977-78.

THREE HOURS

STAFF FALL SEMESTER

330. ADVANCED GERMAN CONVERSATION - A course designed to develop aural and oral competency in German. Conducted entirely in German. Prerequisite: German 230 and either German 210 or 271, placement, or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

350. THE DEVELOPMENT OF GERMANIC CIVILIZATION - A study of the origins, development and significance of various aspects of Germanic civilization. Conducted entirely in German. Prerequisite: German 210, 230 and 271, or placement, or equivalent. Alternate years, 1976-77.

THREE HOURS

STAFF FALL SEMESTER

370. INTRODUCTION TO GERMAN LITERATURE - A study of major literary works of Germany, Austria, and Switzerland, with special emphasis on a variety of literary genres. Required of all German majors. Conducted entirely in German. This course may be taken in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement. Prerequisite: German 210, 230 and 271, or placement, or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

471. GERMAN LITERATURE FROM THE MIDDLE AGES TO GOETHE - A study of German literature including heroic epics, courtly epics, Baroque, Enlightenment, and Classicism (Lessing, Goethe, Schiller). Prerequisite: German 370 or permission of instructor. Every third year, 1977-78.

THREE HOURS

BEDELL OR MEGOW FALL SEMESTER

472. GERMAN LITERATURE OF THE EARLY 19TH CENTURY - The Romantic Re-

Foreign Languages and Literatures

bellion, 1790-1830. (Novalis, Tieck, Brentano, E. T. A. Hoffmann, Kleist.) Prerequisite: German 370 or permission of instructor. Every third year, 1978-79.

THREE HOURS

STRAND OR MEGOW

SPRING SEMESTER

473. GERMAN LITERATURE OF THE LATE 19TH CENTURY - From the Bourgeois Era to the industrial Revolution, 1830-1890. (Heine, Büchner, Droste-Hülshoff, Hebbel, Mörike, Stifter, Storm, Keller, Meyer, Fontane). Prerequisite: German 370 or permission of instructor. Every third year, 1976-77.

THREE HOURS

STRAND OR MEGOW

FALL SEMESTER

474. GERMAN LITERATURE OF THE EARLY 20TH CENTURY - From Naturalism to Expressionism, 1890-1930. (Hauptmann, Wedekind, George, Hofmannsthal, Rilke, Schnitzler, Mann, Musil, Kaiser, Kafka). Prerequisite: German 370 or permission of instructor. Every third year, 1977-78.

THREE HOURS

BEDELL OR STRAND

SPRING SEMESTER

475. GERMAN LITERATURE FROM THE THIRD REICH TO THE PRESENT - (Brecht, Böll, Grass, Frisch, Dürrenmatt, Zuckmeyer, and writers from East Germany). Prerequisite: German 370 or permission of instructor. Every third year, 1978-79.

THREE HOURS

STRAND OR BEDELL

FALL SEMESTER

476. GENRES IN GERMAN LITERATURE - A specialized study of representative works in novelle, drama, and poetry, designed to introduce students to the basic tools of research in German Literature. Prerequisite: German 370 or permission of instructor. Every third year, 1976-77.

THREE HOURS

BEDELL, MEGOW, STRAND

SPRING SEMESTER

490. SPECIAL PROBLEMS IN GERMAN - Individual study under the direction of an instructor designated by the chairman of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisite: one 400 level course in German and permission of department chairman.

TWO or THREE HOURS

STAFF

BOTH SEMESTERS

493. SPECIAL GERMAN STUDIES - Preparation for a comprehensive examination in the major field. Prerequisite: permission of department chairman.

THREE HOURS

STAFF

BOTH SEMESTERS

495. STUDIES IN GERMAN LANGUAGE AND LITERATURE - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF

ANY SEMESTER

Linguistics

MR. POWELL

295. STUDIES IN LINGUISTICS - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF

BOTH SEMESTERS

Foreign Languages and Literatures

364. INTRODUCTION TO DESCRIPTIVE LINGUISTICS - An introduction to the science of descriptive linguistics, with a consideration of problems and methods of the phonemic, morphemic and syntactical analysis of languages. Prerequisite: Junior standing or permission of the instructor.

THREE HOURS

POWELL FALL SEMESTER

Russian

MR. PENROSE

171. READING RUSSIAN I - A course designed to lead to the acquisition of reading skill only. Conducted in English. For students with no previous study of Russian. Alternate years, 1976-77.

THREE HOURS

PENROSE FALL SEMESTER

172. READING RUSSIAN II - A continuation of Russian 171. Conducted in English. Prerequisite: Russian 171, placement, or equivalent. Alternate years, 1976-77.

THREE HOURS

PENROSE SPRING SEMESTER

295. STUDIES IN RUSSIAN LANGUAGE AND LITERATURE - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

Spanish

MRS. SEARLES, MR. WELLER

MAJORS:

1. *Spanish Language Major.*

A major designed for the student whose goal is the acquisition of language skills and a knowledge of the particular culture in which the particular language evolved. (This major is recommended for students who desire a career in primary or secondary education in foreign languages.) The Spanish Language Major consists of 30 credit hours of courses numbered 210 or higher; these courses must include: Spanish 210, 230, 250, 271, 310, 330, 350, 370 and Linguistics 364.

2. *Hispanic Literature Major.*

A major designed for the student whose primary interest is Hispanic literature and whose ultimate goal could be to pursue studies in Hispanic literature at the graduate-school level. The Hispanic Literature Major consists of 24 hours of Spanish courses numbered 310 or higher including 493 and at least 15 hours of courses in literature (a maximum of 12 of the credit hours in literature will be accepted from study abroad). In addition, Classics 250 and English 349 are required.

3. *Hispanic Area Studies Major.*

Viewed essentially, although not exclusively, as a component of a double major, the Hispanic Area Studies Major provides the student with the opportunity to develop a well-coordinated, inter-disciplinary second concentration consisting of substantive work in Spanish together with selected courses from related areas. This Area Studies Major can reinforce the primary major. For the prospec-

Foreign Languages and Literatures

tive teacher the Hispanic Area Studies Major provides considerably more than the traditional minor by allowing for an in-depth area consolidation built around the 20 hour language teaching minor. The Hispanic Area Studies Major consists of 30 credit hours of courses which must include:

- a) a minimum of 15 credit hours of Spanish courses beyond the 210 level and of which at least 6 credit hours must be at the 300 level or higher;
- b) a maximum of 15 credit hours of related courses from any of the following departments: Art (history), Classical Studies, Economics, English, French, German, History, Music (history), Philosophy, Political Science, Religion, Russian, Sociology and Theater. None of these courses may be counted as part of another major.

It is recommended that students who intend to teach Spanish in secondary school choose a teaching minor or Area Studies Major in another foreign language. All qualified majors are urged to include some foreign study experience in their major program.

111. AUDIO-LINGUAL SPANISH I - An audio-lingual course designed to develop four skills: understanding, speaking, reading and writing Spanish. Spanish 111-112 or Spanish 131 is the most appropriate track for the general student and for the potential language or literature major or minor. Conducted largely in Spanish. For students with no previous study of Spanish.

THREE HOURS

STAFF FALL SEMESTER

112. AUDIO-LINGUAL SPANISH II - A continuation of Spanish 111. Conducted largely in Spanish. Prerequisite: Spanish 111 or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

131. AUDIO-LINGUAL SPANISH REVIEW - An audio-lingual refresher course designed for the student who has studied Spanish previously but places below the 200 level on the Placement Test. Development of four skills: understanding, speaking, reading and writing Spanish. Conducted largely in Spanish. Prerequisite: placement or equivalent.

THREE HOURS

STAFF FALL SEMESTER

171. READING SPANISH I - A course designed to lead to the acquisition of reading skill only. Spanish 171-172 is the most appropriate track for the student who plans to use Spanish as a research tool in his major and/or in preparation for language examinations in graduate school. This track may also be used as part of a Hispanic Area Studies Major. Conducted in English. For students with no previous study of Spanish. Alternate years, 1977-78.

THREE HOURS

STAFF FALL SEMESTER

172. READING SPANISH II - A continuation of Spanish 171. Conducted in English. Prerequisite: Spanish 171 or equivalent. Alternate years, 1977-78.

THREE HOURS

STAFF SPRING SEMESTER

***200. HISPANIC LITERATURE IN TRANSLATION** - Reading of selected masterpieces of Hispanic literature in English translation. Special attention given to the study of a variety of literary genres. This course may be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement, but not for both. Readings and discussion in English. No knowledge of Spanish required. Open to all students.

THREE HOURS

STAFF SPRING SEMESTER

Foreign Languages and Literatures

210. SPANISH COMPOSITION - A course designed to develop skill in writing correct expository prose in Spanish. Prerequisite: any one of following: Spanish 112, 131, 172, placement, or equivalent. Conducted in Spanish.

THREE HOURS

STAFF BOTH SEMESTERS

230. SPANISH CONVERSATION - A course designed to develop aural and oral skills. Conducted entirely in Spanish. Prerequisite: any one of following: Spanish 112, 131, 172, placement, or equivalent. It is strongly recommended that Spanish 210 be taken before or concurrently with Spanish 230.

THREE HOURS

STAFF BOTH SEMESTERS

***250. THE HISPANIC WORLD TODAY** - A study of contemporary Hispanic culture, including economic, political, sociological and creative forces and their influence in today's world. Readings, lectures, and discussions in English. No knowledge of Spanish required. Open to all students.

THREE HOURS

STAFF FALL SEMESTER

271. SPANISH READINGS - A course designed to develop reading skill in Spanish. Conducted in Spanish. Prerequisites: Spanish 112, 131, 172, placement, or equivalent.

THREE HOURS

STAFF FALL SEMESTER

295. STUDIES IN HISPANIC LANGUAGE AND LITERATURE - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

310. ADVANCED GRAMMAR AND COMPOSITION - A comprehensive study of Spanish grammar, with extensive work in composition. Conducted in Spanish. Prerequisite: Spanish 210 and either Spanish 230 or 271, or placement, or equivalent. Alternate years, 1977-78.

THREE HOURS

STAFF FALL SEMESTER

330. ADVANCED SPANISH CONVERSATION - A course designed to develop aural and oral competency in Spanish. Conducted entirely in Spanish. Prerequisite: Spanish 230 and either Spanish 210 or 271, placement, or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

350. THE DEVELOPMENT OF HISPANIC CIVILIZATION - A study of the origins, development and significance of various aspects of Hispanic civilization. Conducted entirely in Spanish. Prerequisite: Spanish 210, 230 and 271, or placement, or equivalent. Alternate years 1976-77.

THREE HOURS

STAFF FALL SEMESTER

370. INTRODUCTION TO HISPANIC LITERATURE - A study of major literary works of Spain and Latin America, with special emphasis on a variety of literary genres. Required of all Spanish majors. Conducted entirely in Spanish. This course may be taken in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement. Prerequisites: Spanish 210, 230 and 271, or placement, or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

471. SPANISH DRAMA AND POETRY OF GOLDEN AGE - Dramatic works of Lope de Vega, Ruiz de Alarcon, Tirso de Molina, Calderon de la Barca, and others; poetic

Foreign Languages and Literatures

works of the mystics, Herrera, Fray Luis de León, Góngora, Quevedo, and others. Prerequisite: Spanish 370 or permission of instructor. Every third year, 1978-79.

THREE HOURS

STAFF FALL SEMESTER

473. SPANISH PROSE OF THE GOLDEN AGE - The picaresque novel, minor genres of the novel; Cervantes, the short novel; history and essay; *La Celestina*. Prerequisite: Spanish 370 or permission of instructor. Every third year, 1976-77.

THREE HOURS

WELLER SPRING SEMESTER

474. 19TH CENTURY SPANISH LITERATURE - Romanticism and realism in prose and poetry, with special emphasis on the theatre and the development of the regional novel. Prerequisite: Spanish 370 or permission of instructor. Every third year, 1977-78.

THREE HOURS

STAFF FALL SEMESTER

476. CONTEMPORARY SPANISH LITERATURE - The Generation of 1898, and the contemporary novel, drama and poetry. Prerequisite: Spanish 370 or permission of instructor. Every third year, 1977-78.

THREE HOURS

STAFF SPRING SEMESTER

478. MODERN SPANISH-AMERICAN LITERATURE - A study of Spanish-American literature with emphasis on Modernismo and contemporary movements. Prerequisite: Spanish 370 or permission of instructor. Every third year, 1978-79.

THREE HOURS

STAFF SPRING SEMESTER

490. SPECIAL PROBLEMS IN SPANISH - Individual study under the direction of an instructor designated by the chairman of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisite: permission of department chairman.

TWO or THREE HOURS

STAFF BOTH SEMESTERS

493. SPECIAL SPANISH STUDIES - Preparation for a comprehensive examination in the major field. Prerequisite: one 400 level course in Spanish and permission of department chairman.

THREE HOURS

STAFF BOTH SEMESTERS

495. STUDIES IN HISPANIC LANGUAGE AND LITERATURE - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

GEOLOGY

MR. THARIN, CHAIRMAN; MISS BONEM, MR. REINKING

Although the Geology Department is the youngest of the science departments at Hope College, it has an established reputation of excellence. In recent years graduating seniors were accepted at Harvard, Yale, Stanford, Massachusetts Institute of Technology, California Institute of Technology, and other graduate schools of high standing.

The Geology Department maintains active teaching and research programs in environmental geology, land use, and in oceanography. Research on Lake Michigan brings together students and faculty from the departments of Biology, Chemistry and Geology to work on problems of joint concern. Presently many science students are involved in research with geology faculty members in other areas as well. They include:

- examination of glacial and volcanic deposits in Colorado
- comparison of reef ecology in silurian age reefs of Michigan and modern reefs of the Antilles.

- land use and environmental mapping in and near the City of Holland
- the effect of highway de-icing salt on the waters of Lake Macatawa
- the feasibility of beach nourishment at Holland Harbor

The Geology research laboratories are well equipped and contain X-ray diffraction and fluorescence apparatus, and an electron microscope, both of which are available for use by beginning students.

Study in the field is an important part of geology and many field trips are taken each year. Each May and June term an introductory course is offered in the Colorado Rockies which combines back-packing and geology partly above timberline.

Geologists study the materials of the earth and the processes and agents which act to change these materials. The physics of rock deformation, the origin and location of ore deposits, the spreading of the ocean floor, continental drift, plate tectonics, the chemistry of sea water, the origin of the earth and of life, the use of land geologically suitable for home and factories, are areas of contemporary research by geologists. As the study of the earth is inter-disciplinary in nature, the professional geologist must be competent in mathematics and the physical sciences. Accordingly, strong minors in other natural science departments and interdepartmental majors are encouraged.

MAJOR*: The minimum requirement for a geology major at Hope College is 25 hours of geology and one year of an allied science (biology, chemistry, or physics). The courses selected to comprise the 25 hours depend on the educational objectives of the student but must have approval of the chairman.

The student who plans to be a professional geologist will follow a more rigorous

* Also see Science Major under the Degree Program (page 69)

Geology

curriculum than the student who has an avid interest in geology but who does not plan to be a professional geologist. The following curricula are suggested:

NON-PROFESSIONAL GEOLOGIST: Twenty-five hours of geology and one year (8 hours) of allied science. Participation in at least one annual spring field trip required.

PRE-PROFESSIONAL GEOLOGIST: The minimum requirement for the pre-professional geologist is twenty-six hours numbered 200 and above but excluding Geology 201 and 246. These upper-level courses must include Geology 231, 251, 255, 295, 351, and 453. Participation in one annual spring field trip is required. The pre-professional geologist must also take Mathematics 133, 134; Physics 121, 122, 223; Chemistry 111, 112, 113, and 114. Biology 111 and 112 may be substituted for Physics 122, 223 by students who plan to be paleontologists. Advanced courses in French, German, or Russian are recommended.

EARTH SCIENCE TEACHERS: The Michigan Certification Code requires that prospective high school teachers elect 30 or more hours of courses in geology and a minor of 20 hours in a discipline or 24 hours in an area. An area minor including courses in biology, physics, and chemistry, is recommended and will be developed on an individual basis with each student.

101. GENERAL GEOLOGY - An introduction to geology, stressing the materials of the crust, the nature and architecture of the earth's interior and crust, the processes which work to change the crust and the geologic evolution of the continents. Three lectures and one two-hour laboratory each week. One or more Saturday field trips are required.

FOUR HOURS

THARIN, BONEM FALL SEMESTER

102. GEOLOGICAL EVOLUTION OF NORTH AMERICA - A study of the physical and biological development of North America which has occurred in the last 4.5 billion years. Three lectures and one laboratory each week. (Not offered in 1976-77).

FOUR HOURS

STAFF SPRING SEMESTER

108. ENVIRONMENTAL GEOLOGY - A study of the relationship between man and his geological habitat. Problems that society faces in using the earth will be examined. For example, earth processes (earthquakes, floods, land slides, volcanism) earth resources (metals, water, hydrocarbons), engineering properties of geological materials and land use in urban development will be stressed.

THREE HOURS

THARIN SPRING SEMESTER

109. ENVIRONMENTAL GEOLOGY LABORATORY - A course designed to accompany Geology 108 and to familiarize the student with contemporary problems in the environment using the tools of the geologist. Several laboratories will be held on Lake Macatawa and in the field examining problems and collecting data and materials for analysis. Prerequisites: Geology 108 or 210: Geology 108 may be taken concurrently.

ONE HOUR

THARIN SPRING SEMESTER

115. PHYSICAL GEOLOGY - An introductory course in geology for science and mathematics majors. The physical and chemical development of the earth, and processes acting to change the earth's surface, the evolution of North America, and

Geology

present day geological problems such as continental drift, paleomagnetism and astrogeology will be studied. Three lectures and one three-hour laboratory or field trip each week. One or more Saturday field trips will be required. Prerequisites: Physics 121, Chemistry 111, or consent of Geology Department.

FOUR HOURS

STAFF SPRING SEMESTER

116. OCEANOLOGY AND LIMNOLOGY - An introduction to the natural processes in oceans and large lakes. Waves, currents, chemical and physical characteristics of water masses, biological productivity, geology and sedimentary activity will be studied. A portion of the course will be devoted to the natural history and geography of the Great Lakes.

THREE HOURS

STAFF FALL SEMESTER

117. OCEANOLOGY AND LIMNOLOGY LABORATORY - A course designed to accompany Geology 116 and to familiarize the student with the process active in large bodies of water. Several laboratories will be held on Lakes Macatawa and Michigan and along their shores. Prerequisites: Geology 116 (may be taken concurrently).

ONE HOUR

STAFF FALL SEMESTER

201. GEOLOGY IN COLORADO - An introductory course designed to acquaint both majors and non-majors with geologic features and processes as they can be observed in the field. Emphasized will be such topics as erosion and deposition by rivers, glaciers and wind, the study of minerals, rocks, and ore deposits, and the development of geologic structure. Fifteen days will be spent in the field at a camp near Salida in Colorado's Sawatch Mountains. No prerequisites.

FOUR HOURS

REINKING, THARIN MAY, JUNE

231. MINERALOGY - An introduction to the crystallography and crystal chemistry of minerals with emphasis on the rock forming silicates. Laboratory periods will be devoted to the study of minerals by various methods, including microscopic and X-ray techniques. Three lectures and one three-hour laboratory per week. Prerequisites: One semester of chemistry (may be taken concurrently) or consent of instructor.

FOUR HOURS

REINKING FALL SEMESTER

232. PETROLOGY AND PETROGRAPHY - An introduction to the study of the igneous and metamorphic rocks. Mineral composition, texture, occurrence and association, petrogenesis, and classification of the rock clans will be stressed in lecture. Laboratory periods will be devoted to hand specimen and thin section examination of rocks. Two lectures and two two-hour laboratories each week. Prerequisites: Geology 231.

FOUR HOURS

REINKING SPRING SEMESTER

246. CHEMISTRY AND GEOLOGY FOR ELEMENTARY TEACHERS - A course designed to introduce the prospective elementary school teacher to the geological and chemical sciences appropriate to elementary education. Topics include materials of the earth, processes which act to change the earth's surface, and an examination of the atmosphere and weather, concepts of chemical reactions and physical and chemical properties of matter. This course is open only to prospective elementary teachers and they are expected to fulfill their college science requirement with this course unless excused by the chairman of the Education Department.

Geology

Same as Chemistry 246. Lecture 5 hours per week including 1 hour of laboratory. Prerequisites: None.

FIVE HOURS

BONEM SPRING SEMESTER

251. STRUCTURAL GEOLOGY - The study of rock deformation stressing the nature, origin, analysis and classification of deformed rocks. Three hours of lecture and one three-hour laboratory each week. One or more weekend field trips may be required. Prerequisites: Geology 101 or 115, and Mathematics 121 or 131. (Alternate years: will be offered in 1977.)

FOUR HOURS

STAFF FALL SEMESTER

255. FIELD GEOLOGY - An introduction to the methods employed by geologists in the field. Gathering, analyzing, and presenting data in accepted form will be required. Two lectures and four to six hours of laboratory or field work each week. Prerequisites: Consent of instructor. (Alternate years, will be offered in Fall, 1976).

FOUR HOURS

REINKING FALL SEMESTER

295. TOPICS IN GEOLOGY - An investigation in depth of a series of topics selected to give additional perspective to the beginning geology major. Clear writing and oral presentation will be stressed. Required of all geology majors.

ONE TO THREE HOURS

BONEM BOTH SEMESTERS

334. HISTORICAL GEOLOGY - A study of the earth and of its physical and biological evolution. Three lectures and one laboratory each week. Prerequisite: Consent of instructor. (Will be offered in 1978.)

FOUR HOURS

THARIN SPRING SEMESTER

341. REGIONAL FIELD STUDY - An investigation in the field of the general geology of an area such as the Mississippi Valley, the Southern Appalachians, the Gulf Coastal Plain, the Colorado Plateau, etc. One or more hours of lecture will be held each week prior to study in the field. Entire spring vacation or an extended period in the summer will be spent in the field. Final report required. Prerequisites: Geology 101 or 115 and consent of Geology Department.

ONE TO THREE HOURS

STAFF SPRING SEMESTER

351. INVERTEBRATE PALEONTOLOGY - An introduction to the study of the fossil invertebrate phyla. Morphology, taxonomy, and ecology of fossils will be stressed and living representatives of the phyla will be used for comparison. Three lectures and three hours of laboratory each week. One or more Saturday field trip may be required. Prerequisites: Consent of instructor.

FOUR HOURS

BONEM SPRING SEMESTER

371. MARINE GEOLOGY - An introduction to the geology of the ocean basins and to the geologic processes active in the basins and along their margins. The processes, sediments, and chemistry of nearby bodies of water will be examined in the field. Three hours of lecture and one afternoon of laboratory or field study each week. One or more Saturday or weekend field trips may be required. Prerequisites: Consent of instructor.

FOUR HOURS

STAFF FALL SEMESTER

453. SEDIMENTOLOGY - Study of the mineralogy, petrology, petrography, occurrence, and association of the sedimentary rocks. Thin section examination and textural analysis of sedimentary rocks and unconsolidated sediments will be per-

Geology

formed in laboratory. Three lectures and one three-hour laboratory or field trip each week. One weekend field trip may be required. Prerequisite: Geology 232 or consent of instructor.

FOUR HOURS

THARIN FALL SEMESTER

490. SPECIAL PROBLEMS AND SEMINAR - A course designed to introduce the student to research. A research problem in an area of special interest will be nominated by the student, receive consent of instructor and be approved by the Geology Department before research begins.

ONE to THREE HOURS PER SEMESTER

STAFF ANY SEMESTER

495. STUDIES IN GEOLOGY - A course designed to allow a professor to instruct upperclass students in a special area of interest or research. Students will engage in extensive reading and/or research in the topic of study.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

HISTORY

MR. CURRY, CHAIRMAN; MR. CLARK, MR. COHEN, MR. FRIED, MR. PENROSE, MR. PETROVICH, MR. STRAND.

The story of man's past is vast and complex. No one masters it; yet no person can claim to understand the problems of the present and take constructive steps to create a better future without a reasonable understanding of the past that has helped shape him and his society. A key objective of the history department is to help all students attain a measure of this understanding. It also has a special responsibility in helping those students who wish to explore in greater depth some aspects of man's history and to become more adept at interpreting the past.

To accommodate this major student, the History department offers a wide variety of courses in U.S., European, Asian and Latin American history. Some courses are organized around time periods, for example, "Europe Between the Wars," or "America in the Twentieth Century"; others examine topics or issues, such as "Race in America" or "The European Enlightenment." The major student takes courses in a number of areas to acquire some breadth and overview, and then normally probes more deeply in advanced courses in a field of his special interest.

The History staff brings broad and varied backgrounds and special interests to their teaching. The professor of ancient classical history has just returned from teaching and archeological research in Greece. Another professor just returned from the Soviet Union after a year of research and writing. One European history professor, a native of Austria, was an interpreter at the Nuremberg war trials and has been for many years director of Hope's summer program in Vienna. An American history professor has been active in local government.

Currently students majoring in History also participate in the following activities:

- Feature writer for the "anchor", the student newspaper

- Participation in several of the Year Abroad programs -

 - Junior Year in Beirut

 - Summer seminar in Yugoslavia

 - Summer and semester study program in Vienna

- Participant in the Philadelphia Program - a semester of study and work in the inner city.

History majors in past years have frequently found this study so fascinating that they have followed the trail into graduate schools, and into careers as professional historians - both as writers and teachers. Many have gone into law and the political arena. Some have entered the ministry. Among the interesting careers of recent graduates of the department are these:

- Director of a New England historical museum

- Administrative assistant to a U.S. Senator

- Free lance feature writer, with articles in *Harpers* and *N. Y. Times*

- Historian for the U.S. Marine Corps

- Editorial staff, the international beat, for a metropolitan newspaper

- Bureau chief for *Newsweek* magazine

- Law practice

History

To accommodate the broad range of interests and career goals of its majors, the history department offers a two track majors program.

I. HISTORY MAJORS: A minimum of thirty semester hours is required for a major. In addition a total of twelve hours must be taken from three of the following fields: Economics, Political Science, Sociology, Digital Computer or Foreign Language at or beyond the intermediate level. The minimum distribution requirement is as follows: one history course focused mainly on the period before 1500; two courses in American history; two courses in European history; one course in non-Western history; and a senior seminar in history. Students who plan to do graduate work in history are urged to take at least thirty-six hours of course work in history and to attain reading proficiency in two foreign languages. Majors planning to study mainly the history of areas other than the United States are strongly urged to spend a summer, semester, or year of study in the geographic area of their concentration. A major in Ancient Civilization combining work in History, Classical Languages, Art and Philosophy courses is available. Please see requirements under the Department of Classics. History 130, 131 or 150, 151 are normally recommended to students who want to take only the required three-hour course needed to fulfill the Cultural Heritage Requirement.

II. COMPOSITE MAJOR IN HISTORICAL STUDIES: For the student whose career plans do not aim at becoming a professional historian, either at the college or high school level, a minimum of 36 credits is required, 18 credits in history and 18 in other disciplines that correspond to his or her particular needs and interests. At least 18 of the total 36 credits must be earned in courses at the 300 level or above. Credits earned in introductory courses and in courses used to fulfill the college core requirement, excepting the introductory history course, cannot be applied to the major program. The 18 credits in history must be distributed as follows: 3 credits in American history, 3 credits in European history and 3 credits in either a history seminar or an independent study course in which a major research paper is required. The remaining 9 credits in history and the 18 non-history credits will be determined by the individual needs of the student after consultation with his adviser. To take full advantage of this individualized approach to the major program, it is in the best interest of the student to apply for acceptance as a major by the end of the sophomore year.

130. INTRODUCTION TO ANCIENT EUROPEAN CIVILIZATION - The course will focus on significant developments in ancient European history from its Greek origins through the Renaissance. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement.

THREE HOURS

STAFF BOTH SEMESTERS

131. INTRODUCTION TO MODERN EUROPEAN HISTORY - The course will focus on significant developments in modern European history from the Renaissance to our own time. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement.

THREE HOURS

STAFF BOTH SEMESTERS

150. INTRODUCTION TO U.S. HISTORY, 1607-1877 - The course will focus on significant developments in U.S. history from colonization through Reconstruction. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement.

THREE HOURS

STAFF BOTH SEMESTERS

History

151. INTRODUCTION TO MODERN U.S. HISTORY, 1865 TO THE PRESENT - The course will focus on significant developments in U.S. history from the Reconstruction period to the present. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement.

THREE HOURS

STAFF BOTH SEMESTERS

210. THE GREEK WORLD - Historical development and civilization of Greece from prehistoric through classical and Hellenistic times. The recent unfolding of Greek beginnings, the artistic brilliance of Minoans, Homeric warfare, Greek age of exuberance on Cyprus, explosion of reason and culture, development of the polis, Athenian democracy and imperialism, threat of hybris, oecumene of Alexander the Great.

THREE HOURS

STRAND FALL SEMESTER

215. THE ROMAN WORLD - The course follows the expansion of Rome from a small village to ruler of an enormous empire. It considers the growth of Roman institutions and culture during the Republic and Empire periods and speculates on the causes and significance of the disintegration of the greatest empire of the ancient world had known.

THREE HOURS

STRAND SPRING SEMESTER

220. THE MIDDLE AGES - A survey of the rise, flowering, and decline of the Western Medieval world from the reign of Constantine to the Renaissance. Alternate years, 1977-78.

THREE HOURS

STRAND FALL SEMESTER

230. HISTORY OF THE SOVIET UNION - The revolutionary origins of the Soviet state to the USSR in the modern world. Emphasis on three areas in inquiry; the revolutionary movement until 1917, the consolidation of Soviet power, the Soviet Union in world affairs.

THREE HOURS

PENROSE SPRING SEMESTER

250. RECENT AMERICA - This course attempts an analysis of the intellectual and political response by twentieth century America to the ravages and rewards of technology and the older agonies of racism and poverty. To develop this analysis there will be a detailed study of the following topics: The intellectual disillusionment and political reaction of the 1920's; the radical thought and pragmatic reforms of the New Deal; the sources of anxiety and consensus politics in the post World War II era; and, the challenge to the American liberal tradition in the 1960's and 70's.

THREE HOURS

CURRY SPRING SEMESTER

260. HISTORY OF LATIN AMERICA - The aim of this course is to survey the intellectual, social and political traditions of the twenty nations of this hemisphere south of the Rio Grande. From this review it is hoped that the student might acquire an appreciation for a rich and colorful cultural tradition that is poorly understood and too often neglected by North Americans. A further and related purpose is to acquaint the student with the historical development of the political culture of Latin American societies and attempt to explain the causes of social and political instability in this area. History majors seeking to fulfill the departmental requirements for majors may count this course as either European or American history. Alternate years, 1977-78.

THREE HOURS

CURRY FALL SEMESTER

History

268. HISTORY OF ANCIENT CHINA - China's political, economic, social and intellectual development of the Manchu conquest. Alternate years, 1976-77.

THREE HOURS

PENROSE FALL SEMESTER

269. HISTORY OF JAPAN UNTIL MODERN TIMES - The origins and development of Japanese culture and social forms up to the Meiji Restoration of 1868. Alternate years, 1977-78.

THREE HOURS

CLARK FALL SEMESTER

270. HISTORY OF EAST ASIA UNTIL MODERN TIMES - China's political, economic, social and intellectual history will be covered up to the Manchu conquest in the seventeenth century. Corresponding developments in Japan will be analyzed through the Meiji Restoration of 1868. Alternate years, 1974-75.

THREE HOURS

STAFF FALL SEMESTER

271. HISTORY OF EAST ASIA IN MODERN TIMES - The political, economic, social and intellectual history of China will be covered from the Manchu conquest of the seventeenth century through the present. The reasons why China entered the modern world through revolutions ending in a communist state will be contrasted with Japan's evolution as an industrialized nation. Alternate years, 1976-77.

THREE HOURS

STAFF SPRING SEMESTER

295. STUDIES IN EUROPEAN, AMERICAN, OR NON-WESTERN HISTORY - These courses are designed to allow students to study geographic areas, historical periods, or particular issues not normally covered in the formal courses offered in the history department. In each course a professor will present lectures in his area of particular interest and students will engage in guided reading and research under his supervision.

ONE, TWO or THREE HOURS

STAFF BOTH SEMESTERS

310. THE GREEK WORLD SINCE CLASSICAL TIMES - The course attempts to trace the Greek world from the disintegration of ancient Greece to today. It will consider how ancient Greece has influenced western civilization intellectually and culturally during medieval and modern history. Major emphasis will be placed on the Byzantine period, from the fourth to the fifteenth century. Alternate years, 1977-78.

THREE HOURS

STRAND SPRING SEMESTER

330. THE ORIGINS OF MODERN GERMANY - The course will trace the political, social, and economic development of the "Holy Roman Empire of the German Nation" from its medieval beginnings to the Thirty Years War. When offered in the Vienna Summer School, special emphasis will be placed on the cultural and intellectual history of the Hapsburg realm. Alternate years, 1976-77.

THREE HOURS

FRIED FALL SEMESTER

331. MODERN GERMANY AND AUSTRIA - A survey of the political, social and economic development of the Hohenzollern and Hapsburg Empires from the Peace of Westphalia to the end of the 19th Century. When given in the Vienna Summer School, special emphasis will be placed on the cultural and intellectual history of Austria. Alternate years, 1976-77.

THREE HOURS

FRIED SPRING SEMESTER

333. ENGLISH LEGAL AND CONSTITUTIONAL HISTORY - The development of Anglo-Saxon legal and constitutional theory and institutions from Magna Carta to

History

the present. The decisive stages in their development of common law and constitutional law will be examined in their historical context. Alternate years, 1977-78.

THREE HOURS

CLARK FALL SEMESTER

334. MODERNIZATION OF ENGLAND - English history from the seventeenth century Civil War to the present will be analyzed with special attention to the development of a value system, a commercial system, and a governmental system which has provided prototypes for other nations. Constitutional government, electoral procedures, the Industrial Revolution, entrepreneurship, liberalism and socialism will be examined in the light of their role in creating modern English society. Alternate years, 1977-78.

THREE HOURS

CLARK SPRING SEMESTER

336. HISTORY OF RUSSIA TO CATHERINE II (862-1762) - The development of the Russian state from its Kievan origins through the reforms of the Peter the Great to the advent of the enlightened despotism of Catherine II. Emphasis will be placed on the geographic, social, economic, political and religious factors as they contributed to the growth of the Russian empire. Alternate years, 1977-78.

THREE HOURS

PENROSE FALL SEMESTER

337. HISTORY OF IMPERIAL RUSSIA TO 1917 - The heritage of the reforms of Peter the Great, the enlightened absolutism of Catherine II, the origins and development of Russian intelligentsia, and the changing nature of Tsarist autocracy will provide the main topics for the course. Emphasis will be placed on the ideological, political and social factors as they contributed to the changing patterns of 19th century Russia. Alternate years, 1976-77.

THREE HOURS

STAFF FALL SEMESTER

339. HISTORY OF THE BALKAN STATES - The development since 1815 of Albania, Bulgaria, Greece, Rumania, and Yugoslavia will be studied in this course. Against the background of Eastern Europe during the 1940's and 50's, and the background of the "Third World" in the 1960's, there will be analyzed the processes of Balkanization and polycentrism. Alternate years, 1977-78.

THREE HOURS

STAFF SPRING SEMESTER

340. EUROPE AND THE WORLD BETWEEN WARS - The social, economic, political, and ideological changes in Europe and the areas affected by European policies during the inter-war period. Alternate years, 1977-78.

THREE HOURS

FRIED FALL SEMESTER

341. EUROPE AND THE WORLD IN THE ATOMIC AGE - The major phases of the Second World War and the political reorganization which followed it. Emphasis will be placed on recent economic, social, and political developments in the major areas of the Western world. Alternate years, 1977-78.

THREE HOURS

FRIED SPRING SEMESTER

342. THE RENAISSANCE IN EUROPE - Particular attention is given to the interaction of political and artistic developments in Italy, France, England and German territories from the fourteenth through the sixteenth centuries. Alternate years, 1977-78.

THREE HOURS

CLARK FALL SEMESTER

344. THE AGE OF ENLIGHTENMENT AND REVOLUTION - A survey of the major

History

ideas and movements in eighteenth century Europe, with a strong emphasis on developments within France. The dismal end of the reign of Louis XIV, the growing discontent, the explosiveness of the ideas of the Enlightenment, the dramatic unfolding of the French Revolution. Alternate years, 1976-77.

THREE HOURS

STRAND FALL SEMESTER

345. EUROPE IN THE AGE OF NATIONALISM - The European scene, both east and west, from the final defeat of Bonaparte to the outbreak of world war. The institutionalizing of the ideas of the Enlightenment, the conservative reaction, the Romantic image, rapid industrialization, growing nationalism, vigorous imperialism, popular revolution and philosophical materialism. Alternate years, 1976-77.

THREE HOURS

STRAND SPRING SEMESTER

350. THE COLONIAL EXPERIENCE IN AMERICA, 1607-1789 - This course deals with the process by which Europeans became Americans. It focuses upon the interaction between the European heritage and the American environment, and seeks to explain how and why the English colonists became a people so distinctive that they ultimately staged a revolution to assert their independence. Alternate years, 1976-77.

THREE HOURS

COHEN FALL SEMESTER

351. THE FOUNDATIONS OF THE AMERICAN NATION, 1789-1848 - Beginning with the start of the American nation under the Constitution, this course traces the growth and development of the United States through the Jacksonian era. Major themes include nationalism, expansionism, sectionalism, and the "rise of the common man." Alternate years, 1976-77.

THREE HOURS

COHEN SPRING SEMESTER

352. CIVIL WAR AND RECONSTRUCTION : THE MIDDLE PERIOD IN AMERICAN HISTORY, 1848-1877 - This course seeks to explore the origins, developments and consequences of the American Civil War and of the period of Reconstruction which followed. While major emphasis will be placed on the sectional crisis and its results, other themes such as industrialization, reform, and diplomacy will also be covered. Alternate years, 1977-78.

THREE HOURS

COHEN FALL SEMESTER

353. THE EMERGENCE OF MODERN AMERICA - A study of American politics, society, economics from 1877 to America's entrance into World War I. Special emphasis will be placed on industrialization, urbanization, the Progressives, America's increased involvement in foreign affairs, and conflicts in ideologies. Offered when feasible.

THREE HOURS

STAFF FALL SEMESTER

355. UNITED STATES FOREIGN POLICY - This course traces the development of United States foreign policy from the Spanish-American War to the present. It is in this period that the United States emerged as a great world power and moved to stage center during World War II. The aim of this course is to explain how this new framework in which diplomacy was conducted, reshaped the American response to the traditional forces influencing its foreign policy. As national power increased, so too did responsibility for the international order. The problem confronting American policy makers in the 20th century has been to determine if and to what extent American power had to be directly employed in the several crises that have threat-

History

ened the nation's interest and security and impeded the realization of its ideals. Alternate years, 1976-77.

THREE HOURS

CURRY FALL SEMESTER

356. AMERICAN SOCIAL HISTORY - The course seeks to consider the patterns and problems in American society. Among the topics for special consideration will be: immigration, Black history, development of American education system, the role of the family, the rural-urban conflict, the fabric of an urbanized culture. Techniques of the sociologist will be employed. Offered when feasible.

THREE HOURS

STAFF FALL SEMESTER

357. THE HISTORY OF AMERICAN IDEAS - This course will examine the interplay of ideas and American life from the 17th century to the present. Political, religious, scientific, philosophical and literary thought will be considered. Offered when feasible.

THREE HOURS

STAFF SPRING SEMESTER

490. INDEPENDENT STUDIES IN HISTORY - Designed to provide students majoring in history, who plan to enter graduate school, with an opportunity to do advanced work in a field in which they have a special interest. Prerequisite: Formal application and departmental approval of proposed study.

THREE HOURS

STAFF ANY SEMESTER

495. SEMINAR IN HISTORY - This course is required for all history majors. It is designed to advance their mastery of historical method and the appreciation of the discipline as an achievement of man. Major emphasis will be placed on the development of sound research methods and acquiring familiarity with significant source materials in specific fields. The student will be expected to produce a lengthy research paper of scholarly merit and literary quality.

THREE HOURS

STAFF ANY SEMESTER

INTERDISCIPLINARY STUDIES

MR. NYENHUIS, DIRECTOR

The Department of Interdisciplinary Studies reflects an aspiration in western cultural history as old as the ancient ideal of "seeing life clearly and seeing it whole" and as new as the Post-Einsteinian twentieth-century's concern for synthesis. It seeks to identify methods which have proved fruitful to students from varying disciplines (for instance, bibliographic techniques or off-campus internships) and content which belongs to no one department exclusively but is of interest and concern to several (such as the city, work, individualism, community, the natural world, minority cultures, etc.). Moreover, it provides a meeting place for specialists from the physical and social sciences and from the humanities in which integrated efforts can be directed to answer those large questions raised by modern specialization: given particular knowledge of the phenomenon of man and his natural, social, and cultural worlds, what are or can be human or humane expectations for the particular enterprise of education and the general enterprise of life? What are the questions which, after the data has been gathered from disparate departmental areas of inquiry, remain to challenge the liberally educated man in the twentieth century and beyond? Having mastered some of the specifics, for example, of modern biology or psychology, economics or history, how does the contemporary student see the relationships between his newly acquired expertise and his larger human and Christian vocation? What, for instance, is the relationship between what he knows about factors contributing to environmental pollution and the Judeo-Christian injunctions to righteousness and love? What assumptions are at the base of modern secular inquiry, or social behavior, or educational methodology which challenge the citizen of "the global village" to think beyond himself, his specialization, and his traditions to questions of a broader, integrative nature?

IDS courses are issue or experience oriented, providing occasions for faculty and students from throughout the college to engage in dialogue, research, and practice across departmental or professional boundaries. Team-teaching, discussion, personalized reading components, and individual responses are emphasized and encouraged.

While no major is offered in Interdisciplinary Studies, and courses are staffed by faculty from throughout the college, majors and faculty from all disciplines are invited to engage in the cross-disciplinary inquiry that distinguishes IDS offerings.

111. FRESHMAN COLLOQUIUM ON THE SCHOLAR IN AMERICA - This course seeks to examine the nature and role of intellectual activity in American culture. Through lectures, readings, and discussion with productive scholars, the student will confront attitudes past and present about scholarly activity in America. Open to Freshman Presidential Scholars and other Freshman students subject to permission of instructor.

TWO HOURS

STAFF FALL SEMESTER

113. INTRODUCTION TO LIBERAL STUDIES - Required of all freshman students. A course built around the notion of "prior questions", i.e., the notion that by the time

Interdisciplinary Studies

formally disciplined study of any one of the major facets of the human enterprise begins, some major questions have been explicitly or implicitly faced and some major commitments made. The course takes its cues chiefly from contemporary thought in ethics, philosophy of religion, philosophy of science, etc.

THREE HOURS

DYKSTRA BOTH SEMESTERS

115. PRINCIPLES OF BIBLIOGRAPHIC RESEARCH - Through the study of major reference sources, this course focuses on the methodology needed to do independent investigation. Bibliographic method and organization in the major liberal arts disciplines will be examined, drawing upon college-wide faculty expertise, with the purpose of applying concepts for effective retrieval of information within these disciplines. Each student will have an individualized project in the field of his own choosing. No prerequisites.

TWO HOURS

STAFF FALL SEMESTER

231. STUDIES IN WESTERN CIVILIZATION I - Investigation of a selected theme or problem in Western culture, from its beginnings, through literature and other primary documents surveyed in a context of intellectual history.

FOUR HOURS

STAFF FALL SEMESTER

232. STUDIES IN WESTERN CIVILIZATION II - Continuation of IDS 231 down to the present.

FOUR HOURS

STAFF SPRING SEMESTER

Both semesters of the same variant of IDS 231-232 (8 hours) fulfill 9 hours of the 12-hour Cultural Heritage Core Requirement: Development of Western Culture (6 hours) and An Exploration In Depth of a Segment of Man's History (3 hours).

270. THE HISTORY, SOCIOLOGY AND CULTURE OF JAPAN - A multi-media survey of Japanese history, social structure and arts. Through films, slides, tapes and lectures this course will analyze how the cultural heritage of Japan reveals the values, social structures and history of the Japanese people.

TWO or THREE HOURS

SECOND SEMESTER

295. SPECIAL TOPICS - Study of an area in Interdisciplinary Studies not covered in the regular course listings. Offered occasionally as student and teacher interest requires and scheduling permits. Topics offered during 1975 include "Working" and "The Haves and Have Nots."

TWO to FOUR HOURS

STAFF

Internship Programs

Hope College offers its students a variety of "real world" internships through the programs described below. Building on the student's prior academic training, these programs blend theory and practical experience, asking the student to apply newly gained knowledge in a confrontation with the complex worlds of the city, government, fine arts, education, business, industry, and professions. All participants attend supervisory or integrating seminars and have faculty, supervisors, or "masters" with whom they are in close touch throughout the internship.

IDS 305-06: The Community Semester Program

For students who wish to remain on campus while interning with a community agency, organization, or professional, the Community Semester Program offers an

Interdisciplinary Studies

opportunity to integrate a professionally oriented work experience with an on-going academic program.

305. THE COMMUNITY SEMESTER SEMINAR - Offered as student interest and faculty availability permit, this seminar provides the interdisciplinary core for the Community Semester Program which combines practical involvement in a community project with informed interpretation of the experience. Each student is expected to produce some kind of documentation of his participation in the seminar, for instance, a written report, statistical study, summary of scientific research, or physical models of a design plan. Although students will work at individualized projects, there will be a common core of reading for all participants and an on-going exchange of verbal responses to reading and field experience. For details, see department chairman.

THREE to FOUR HOURS

STAFF FALL SEMESTER

306. COMMUNITY SEMESTER PROJECT - A condition for acceptance into the Community Semester Program will be the possibility of the student being placed in a project related to work of an agency, organization, or professional in the community. This project should allow the student to have a sense of participation in a decision-making process searching for a solution to a problem. Both the limits and the opportunities of each project should be defined before it is accepted for the program. The supervisor of the project should have the right to expect that the student will make a contribution beneficial to that supervisor's work. This project should not be work so routine that it would not allow the student scope for a creative approach to finding solutions. The supervisor will guide the student to books, research, and personal contacts that would be helpful to the finding of solutions, as well as to supply several reports about the supervisor's project. The student in turn will write several reports about the supervisor's role. A Hope College faculty sponsor will confer weekly with the student and guide the student to research that would help him interpret his project and will evaluate the degree to which the student had taken advantage of these resources. The Hope College coordinator of the Community Semester Program will conduct periodic conferences with the supervisors, student, and sponsors about the projects. Prerequisites: junior or senior standing with most college core requirements completed, and at least nine hours completed towards a departmental major. IDS 306 must be taken concurrently.

SIX HOURS

STAFF SPRING SEMESTER

311. THE OAK RIDGE SCIENCE SEMESTER - The program is designed to give students an opportunity to spend half-time in scientific research activities and half-time studying under the guidance of GLCA faculty in residence. In addition, students are exposed to the wealth of resources available at the Oak Ridge installation. The ORNL staff supervises individual research projects in areas which match the interest and competence of the student. GLCA faculty arrange seminars and formal courses in their specific areas. Participating students may receive a maximum of 15 hours under Interdisciplinary Studies 311, or may replace a portion of this credit by credit assigned to specific courses in the Departments of Biology, Chemistry, and Physics. Approval for Oak Ridge Science Semester in a Department other than that of Interdisciplinary Studies must be obtained in advance by the Chairman of the Department in which this credit is sought.

FIFTEEN HOURS (MAXIMUM)

STAFF FALL SEMESTER

349. APPRENTICESHIP IN WRITING - Ordinarily to be taken in conjunction with

Interdisciplinary Studies

an off-campus internship program, this course provides para-professional writing opportunities in such areas as government, publishing, news media, business, law, industry, medicine, engineering, etc. At least one of the following prerequisites: English 213, Communications 255, 256, or permission of the chairman. Following consultation and in conjunction with his off-campus supervisor, each applicant for this internship is required to submit a contract proposal which stipulates the features of the program he plans to pursue: what sorts of evidence of his performance he intends to submit; a time schedule for submitting evidence; and the criteria on which his performance is to be evaluated. Acceptance of the contract proposal by the IDS chairman is required before the student registers for the course.

EIGHT HOURS (MAXIMUM)

STAFF

IDS 351-364: The Philadelphia Urban Semester Program

The Philadelphia Urban Semester provides an off-campus educational opportunity for faculty and students: to investigate and analyze a city as a system of human interaction; to blend theory and experience in a professional, academic, and stimulating environment; to acquire understanding of at least one field of work; to identify and develop skills in that field; to develop personally, socially, and responsibly in an urban environment. Students must be full time participants in the program and carry a minimum of 12 semester hours or a maximum of 16 semester hours. Both semesters.

IDS 351. FIELD EDUCATION - Students intern four days a week with professionals in well-supervised placements within agencies, schools, community groups and programs. All placements are complementary to academic disciplines and areas of interest. Required of all Urban Semester students not taking 470U, 480U, 485U.

EIGHT HOURS (MAXIMUM)

IDS 352. SUPERVISORY CITY SEMINAR - Students and staff participate in the Supervisory City Seminar to examine urban life and patterns of interaction. A variety of learning resources are used to explain behavior in the city, such as personal experiences, studies and theories of social science researchers, and data systematically collected by students themselves. Required of all Urban Semester students.

FOUR HOURS (MAXIMUM)

IDS 361. STUDIES IN URBAN ART - This seminar deals with the response of the various fine arts including the performing arts, film, and other media to the urban setting. The needs and opportunities of the fine arts and the political, social, and cultural ramifications are also studied. Elective.

FOUR HOURS

IDS 362. STUDIES OF URBAN ISSUES - Studies concentrating on psychological, sociological, and political areas of urban society. The topics for this course vary, and some of those offered recently have been: Research Methodology; Social Science Methods, Tools, and Skills; Urban Anthropology; Social Work, and Modular Studies. Elective.

FOUR HOURS (MAXIMUM)

IDS 363. STUDIES IN URBAN DESIGN AND PLANNING - The seminar is directed

Interdisciplinary Studies

toward presenting an introduction to the physical form of the metropolitan area, its population characteristics, its land use patterns and its planning and development institutions. It is aimed at providing an informational base in support of the student's own experiences in the city. Elective.

FOUR HOURS

IDS 364. STUDIES IN URBAN COMMUNICATION - A study of the use and impact of the various mass communication media upon attitudes and actions in the urban community in response to political, social, and psychological challenges. Elective.

FOUR HOURS

For those students in the Philadelphia Urban Semester Program who wish to enroll for an urban teaching internship, the following education courses are available:

Educ. 365U. STUDIES IN URBAN EDUCATION - This tutorial course introduces students to theories, problems, and skills essential for the education of elementary and secondary students in an urban environment. Elective.

FOUR HOURS.

Educ. 470U. STUDENT TEACHING IN THE URBAN ELEMENTARY SCHOOL

- Student teaching, supervised by faculty members of the urban semester, is done in cooperation with the public schools of the City of Philadelphia. Students must apply for student teaching during the second semester of their junior year.

EIGHT HOURS (MAXIMUM)

Educ. 480U. STUDENT TEACHING IN THE URBAN SECONDARY SCHOOL -

Student teaching, supervised by the faculty members of the Philadelphia Urban Semester, is done in cooperation with the school systems of Philadelphia. Students must apply for student teaching during the second semester of their junior year.

EIGHT HOURS (MAXIMUM)

Educ. 485U. STUDENT TEACHING IN ELEMENTARY AND SECONDARY SCHOOLS - Student teaching, supervised by the Department of Education, is

done in cooperation with several school systems in the city of Philadelphia. Experience is provided in both the elementary and secondary level, enabling students majoring in art, music, and physical education to obtain K-12 certification. Students must apply for student teaching during the second semester of their junior year.

TEN HOURS (MAXIMUM)

None of the above courses is intended to replace either departmental or core requirements, but may do so by special arrangement (e.g., student teaching).

IDS 371-5. The Chicago Metropolitan Semester Program

Examining both suburban and urban characteristics of metropolitan life, this program emphasizes the challenge which the modern city presents to today's and tomorrow's Christian. Through seminars and apprenticeships throughout the metropolis, students acquire knowledge of the complexity of human, social, political, economic, historic, and esthetic features of city life in an effort to hone their personal values and prepare them to cope with the urban reality which will be the inevitable locale of many of their lives.

Interdisciplinary Studies

The purposes of the program are to give students a greater understanding of the problems of a metropolitan society, develop skills and competencies in an area of work that is related to their career plans, and to develop a greater understanding of themselves as persons. The program emphasizes action, reflection and thinking, feelings and values. The curriculum consists of an internship in some institution or agency, a series of seminars, and an independent research project. Students must be full time participants in the program and carry a maximum of 16 semester hours.

371. THE METROPOLITAN SEMINAR - The Metropolitan Seminar has two major goals: 1) To have students develop their understanding of the metropolitan environment, and 2) to increase their positive value attitudes toward the metropolitan environment. The goals deal with both thinking about and feelings toward the city. How do the structures and functions (institutions) and spirit (values) of a metropolitan city affect the lives of the people in it? The seminar is designed to capitalize on the human and physical resources of the metropolitan area and will not overlap any more than is necessary with what students can better learn in their home colleges.

THREE HOURS

372. THE BEHAVIORAL SCIENCE RESEARCH METHODS SEMINAR - This seminar proposes to 1) assist the student to gain a working knowledge and understanding of the basic research methods used in the disciplines of the social sciences, 2) enable the student to apply these methods to the urban setting in which he/she is currently living and working, and 3) guide the student in reflecting on these scientific procedures for looking at reality as he/she relates to his/her life as a Christian person.

THREE HOURS

373. VALUES SEMINAR - The goals of the Values Seminar are to enable students to 1) gain an increasing awareness of their own values, 2) become more sensitive to the values of others, 3) analyze selected societal values and issues, 4) identify value conflicts in actual life situations, and 5) make decisions which relate value structures to everyday life.

THREE HOURS

374. METROPOLITAN INTERNSHIP - Work internships are supervised both by staff members from the Metropolitan Center and by the Professional field supervisor on the job. The technical supervision on a day-by-day basis will be done by the field supervisors. Metropolitan Center staff members will help students relate their work to their goals, to the overall goals of the program, and to other kinds of activities of the program.

EIGHT HOURS (MAXIMUM)

375. INDEPENDENT STUDIES - For students who need to do a special study because of special circumstances in their academic program.

The New York Arts Program

Hope College students may take a semester during their sophomore or junior year in New York as part of the Great Lakes Colleges Association Arts Program. New York City's unique resources - for instance, its museums, the Lincoln Center of

Interdisciplinary Studies

Performing Arts, professional theatres, lecture series, etc. - make possible an experience of the legacy of American art as well as its dynamic present.

IDS 389. Provides a means for students who wish to develop a program integrating experience in two or more of the arts. The program includes a Seminar on the Arts in which all students participate, together with individual projects, including one or a combination of the following: professional apprenticeship, independent research, enrollment in courses not available to the student on his own campus or in nearby institutions. Approval by the department is required prior to the student's registering for this program and the department must approve the student's individual program before credit will be granted. The GLCA Arts Program should preferably be taken in the sophomore or junior year. The registrant must be accepted into the program by the Director of the Program.

See also: Art 389, English 389, and Theatre 389.

The Washington Semester Program

This program introduces students who have excelled in a variety of disciplines to the process of national government and politics in the setting of the nation's capital. Twelve students, selected from superior departmental majors, will attend bi-weekly seminars; take interviews with lobbyists and members of the legislature, executive, and judicial branches of government; and participate in internships of several kinds, in an effort to build skills related to future vocations for which their majors have prepared them. For further information, see page 234.

IDS 349. May be used as a module in the program which is tailored to each student's vocational interests.

Senior Seminars

The following IDS courses may be elected to fulfill the college Senior Seminar requirement or as electives. For course descriptions and further requirements, see the departmental listing for Senior Seminar. These courses are open only to second-semester juniors and seniors, unless prior written consent has been granted by the IDS director.

401. CHRISTIANITY AND CONTEMPORARY CULTURE - Same as Senior Seminar 401.

THREE to FOUR HOURS

STAFF BOTH SEMESTERS

402. CHRISTIANITY AND CONTEMPORARY LITERATURE - Same as Senior Seminar 402.

THREE to FOUR HOURS

STAFF BOTH SEMESTERS

403. STUDIES IN CONFLICT AND PEACEMAKING - Same as Senior Seminar 403.

THREE to FOUR HOURS

STAFF BOTH SEMESTERS

421. SCIENCE AND HUMAN VALUES - Same as Senior Seminar 421.

THREE to FOUR HOURS

STAFF FALL SEMESTER

423. SCIENCE AND THE CHRISTIAN FAITH - Same as Senior Seminar 423.

THREE HOURS

STAFF SPRING SEMESTER

Interdisciplinary Studies

IDS 437. PROBING VALUES - Same as Senior Seminar 437.

THREE to FOUR HOURS

STAFF

BOTH SEMESTERS

Readings and Research

490. INDIVIDUAL STUDY - An individual research project, investigating some topic in depth and culminating in a paper that demonstrates interdisciplinary scholarship and independent thought. Students who meet the Honors Project eligibility and present a paper that meets the standards established will have the course recorded as an Honors Project. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application (forms available in department office).

THREE to FOUR HOURS

STAFF

BOTH SEMESTERS

491. CONTRACT CURRICULUM - This course is specifically designated to cover Contract Curriculum programs. See pgs. 91-93.

495. ADVANCED STUDIES - A seminar in some field designated by the department in consultation with faculty. Preparation and presentation of research papers are central to the course. Offered occasionally as student interest and faculty availability permit.

THREE to FOUR HOURS

STAFF

MATHEMATICS

MR. TANIS, CHAIRMAN; MR. DERSHEM, MR. FOLKERT, MR. SHERBURNE, MR. STEKETEE, MR. VANDERVELDE, MR. VAN IWAARDEN, MR. WHITTLE.

The mathematics program includes courses in mathematical analysis, algebra, and statistics as well as a number of courses with a computer-science orientation.

A principal offering of the department is a major in mathematics with computing emphasis. This program is unique and flexible; it not only provides the student with knowledge about computers, but also allows him to pursue studies in the application of computers to the solution of mathematical problems. In addition, it provides some students with the opportunity to work in a computer center or to work with faculty members on special computer-oriented projects. The recent installation of a Xerox Sigma 6 Computer gives students access to one of the most advanced of computer systems.

Recent research projects were conducted by students with faculty members in the areas of:

- computer simulation
- computer techniques in predicting weather
- automatic generation of computer language compilers
- operations research
- graph theory

The department continues to offer a strong program in mathematics which prepares a student for graduate school in leading universities in this country. Students with immediate vocational interests have found that the mathematics major provides an excellent background for a position in industry, teaching, business, or government.

All courses except Mathematics 100 and Mathematics 205 require a minimum of one year of high school algebra and one year of high school geometry. Any course may be counted toward the three semester-hour graduation requirement in mathematics.

MATHEMATICS MAJOR: A major in mathematics consists of a minimum of 30 hours of mathematics courses. Nine hours from courses numbered 300 or above including 341 are required. Courses 100, 127, 210 and 212 may not be counted toward a major. Physics 121, 122, 223 are recommended. It is suggested that prospective secondary teachers include 180, 240, 351, 361, and 362 in their programs. All majors should consult a departmental advisor.

MATHEMATICS MAJOR WITH COMPUTING EMPHASIS: A major in mathematics with computing emphasis consists of a minimum of 12 hours of mathematics courses beyond calculus including 240 and three courses numbered higher than 240 but excluding 321. In addition, at least 15 hours of computer science courses are required including 372 and 375. All majors are also required to complete 18 hours of work in some area where the computer is applicable. Prospective secondary teachers should include Math 321, 341, and 351 in their programs. The student's program will be designed by the student in consultation with his academic advisor.

Mathematics

Mathematics Courses

100. THE NATURE OF MATHEMATICS - A study of mathematics for the liberal arts student. The role of mathematics is illustrated by topics selected from such areas as set theory, probability and statistics, geometry, algebra, calculus, and computers. Not open to students who have completed a course in mathematics with a higher number.

THREE HOURS

STAFF BOTH SEMESTERS

121. SURVEY OF CALCULUS - A course in calculus for majors of business or social science. A study of basic calculus involving differentiation and integration of elementary functions and their applications to the social sciences. Prerequisite: Algebra and trigonometry. Alternate years 1977-78.

THREE HOURS

STAFF SPRING SEMESTER

127. ENGINEERING DRAWING - An introductory course in orthographic projection, picture drawings, sections and normal views employing freehand sketching and drawing with instruments. Intended for pre-engineering students. Not to be counted for a mathematics major.

TWO HOURS

STEKETEE FALL SEMESTER

128. DESCRIPTIVE GEOMETRY - Applications of geometry and orthographic projection as a means of describing and measuring objects in space. Applications to engineering problems of design and structure are included. Prerequisite: Math 127, or a year of high school drawing. Alternate years 1977-78.

THREE HOURS

STEKETEE SPRING SEMESTER

130. PRECALCULUS MATHEMATICS - A study of functions including algebraic, exponential, logarithmic, and trigonometric functions and their inverses. Analytical geometry of the straight line, conics, and curve tracing. Binomial Theorem. Solution of inequalities. Prerequisites: 2nd year algebra and plane geometry in high school. Not open to students who have completed Math 121.

FOUR HOURS

STAFF BOTH SEMESTERS

133. CALCULUS I - Functions, limits, continuity. Differentiation and integration of algebraic, trigonometric, logarithmic, and exponential functions. Some applications. One hour of credit granted to students who have completed Mathematics 121. Prerequisite: Mathematics 130 or equivalent.

FOUR HOURS

STAFF BOTH SEMESTERS

134. CALCULUS II - Techniques of integration. Applications of integration, Improper integrals. Functions of several variables. Partial derivatives. Multiple integrals. Polar, cylindrical and spherical coordinates. Prerequisite: Mathematics 133.

FOUR HOURS

STAFF BOTH SEMESTERS

180. INTRODUCTION TO COMPUTER SCIENCE - Problems, algorithms, and flow-charts. Basic FORTRAN programming. Errors, approximations, and data structures. Survey of computers, languages, and applications. Same as Computer Science 180.

THREE HOURS

DERSHEM, WHITTLE BOTH SEMESTERS

205. MATHEMATICS FOR ELEMENTARY TEACHERS I - A course designed for prospective elementary teachers. Topics discussed will include the language of

Mathematics

sets, rudiments of logic, operations and properties of number systems, geometry. For prospective elementary teachers only.

THREE HOURS

SHERBURNE FALL SEMESTER

206. MATHEMATICS FOR ELEMENTARY TEACHERS II - A continuation of Math 205. Topics discussed will include probability and statistics and further examination of number systems and geometry. In addition to two one hour lectures per week, a two hour laboratory will be held for demonstrations, and development of classroom techniques and materials. For prospective elementary teachers only. Prerequisite: Mathematics 205.

THREE HOURS

SHERBURNE SPRING SEMESTER

210. INTRODUCTORY STATISTICS - A general introduction to the area of statistics for students majoring in other departments. Includes study of the binomial and normal distributions with applications of estimation and testing of hypotheses, non-parametric methods, regression and correlation, and analysis of variance.

THREE HOURS

STAFF BOTH SEMESTERS

212. LABORATORY FOR INTRODUCTORY STATISTICS - The computer is used as a tool to aid in the learning and understanding of statistics. Experience given in the use of statistical analysis packages. Prerequisite or Co-requisite, Mathematics 210.

ONE HOUR

DELSHEM, TANIS, WHITTLE BOTH SEMESTERS

223. INFINITE SERIES - A study of infinite series, power series, Taylor series and operations with series. Prerequisite: Mathematics 134 or Permission of Department Chairman.

ONE HOUR

FOLKERT, TANIS BOTH SEMESTERS

240. LINEAR ALGEBRA - Set theory, matrices and linear systems, vector spaces, determinants, linear transformations. Prerequisite: Mathematics 134 or Permission of Department Chairman.

THREE HOURS

STAFF BOTH SEMESTERS

270. DIFFERENTIAL EQUATIONS - First order and higher order ordinary differential equations and introduction to partial differential equations. Numerical techniques including graphing for first and higher order equations using the computer. Prerequisite: Mathematics 134. Prerequisite or Co-requisite: Mathematics 233.

THREE HOURS

SHURBURNE, VAN IWAARDEN BOTH SEMESTERS

273. ADVANCED CALCULUS - A study of applications of 3-dimensional vectors leading to line integrals, surface integrals, Green's Theorem, Stoke's Theorem, The Divergence Theorem and the place of the Jacobian in a transformation. Prerequisite or Co-requisite: Mathematics 233.

THREE HOURS

VANDERVELDE, VAN IWAARDEN FALL SEMESTER

295. STUDIES IN MATHEMATICS - A course offered in response to student interest and need. Deals with particular mathematical topics which are not included in regular courses. Prerequisite: Permission of instructor or department chairman.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

321. HISTORY OF MATHEMATICS - This course is designed to give mathematics students in secondary education an opportunity to become acquainted with the var-

Mathematics

ious periods of mathematical development. Attention will be given to the early Egyptian-Babylonian period, the geometry of Greek mathematicians, the Hindu and Arabian contribution, the evolvement of analytical geometry since Descartes, the development of calculus by Newton and Leibniz, and non-Euclidean geometry. Some attention will be given to the methods and symbolisms used in problem solving during various periods of time. Alternate years 1976-77.

ONE HOUR

STEKETEE SPRING SEMESTER

323. TEACHING OF MATHEMATICS IN THE HIGH SCHOOL - Methods of teaching mathematics with emphasis on new approaches, curriculum changes, and trends in modern mathematics. Same as Education 323.

TWO HOURS

STEKETEE FALL SEMESTER

334. COMPLEX ANALYSIS - Algebra and geometry of complex numbers, analytic functions, complex integration, series, conformal mapping. Prerequisite: Mathematics 233, 273 or consent of Department Chairman. Alternate years, 1977-78.

THREE HOURS

VAN IWAARDEN SPRING SEMESTER

336. REAL ANALYSIS - A formal approach to limits, continuity, differentiation and integration. Attention is given to the proofs of theorems and the introduction of concepts which are not covered in Mathematics 113, 134. Prerequisite: Mathematics 134 and 233.

THREE HOURS

FOLKERT, VANDERVELDE SPRING SEMESTER

341. ALGEBRAIC STRUCTURES I - An introduction to algebraic systems including a study of groups, rings, and integral domains. Prerequisite: Mathematics 240 or equivalent.

THREE HOURS

VANDERVELDE FALL SEMESTER

342. ALGEBRAIC STRUCTURES II - A continuation of Mathematics 341 including a study of topics in fields, Galois theory, advanced linear algebra, modules. Prerequisite: Mathematics 341. Alternate years, 1976-77.

THREE HOURS

VANDERVELDE SPRING SEMESTER

351. COLLEGE GEOMETRY - A modern approach to geometry for students with some background in calculus and an interest in secondary teaching. Attention is given to the role of axioms in elementary geometry and in the development of other geometries. Prerequisite: Mathematics 133. Alternate years 1976-77.

THREE HOURS

STEKETEE FALL SEMESTER

361. MATHEMATICAL PROBABILITY AND STATISTICS I - Concepts of probability, probability as relative frequency, random variables, probability density functions, cumulative distribution functions, mathematical expectation, mean, variance, goodness of fit tests. Lecture, three hours per week for three hours credit. Prerequisites: Mathematics 134 and 233. Optional laboratory, two hours per week for an additional hour credit. Prerequisite: Mathematics (Computer Science) 180.

THREE or FOUR HOURS

FOLKERT, TANIS FALL SEMESTER

362. MATHEMATICAL PROBABILITY AND STATISTICS II - Continuation of Mathematics 361 emphasizing statistics. Estimation, testing of statistical hypotheses, regression and correlation, analysis of variance. Lecture, three hours per week for three hours credit. Prerequisite: Mathematics 361. Optional labora-

Mathematics

tory, two hours per week for an additional hour credit. Prerequisite: Mathematics (Computer Science) 180.

THREE or FOUR HOURS

FOLKERT, TANIS SPRING SEMESTER

434. ELEMENTARY TOPOLOGY - A systematic survey of the standard topics of general topology with emphasis on the space of real numbers. Includes set theory, topological spaces, metric spaces, compactness, connectedness, and product spaces. Prerequisite: Mathematics 336. Alternate years 1976-77.

THREE HOURS

SPRING SEMESTER

490. INDEPENDENT STUDY AND RESEARCH - Course provides opportunity for a junior or senior mathematics major to engage in an independent study project or a research project in an area of mathematics in which the student has special interest. Prerequisite: permission of the chairman of the department.

ONE, TWO or THREE HOURS

STAFF

495. ADVANCED STUDIES IN MATHEMATICS - Offered as needed to cover topics not usually included in the other mathematics courses. A student may enroll for either or both semesters. Prerequisite: Permission of the chairman of the department.

ONE, TWO or THREE HOURS

STAFF

Computer Science Courses

See page 134.

MUSIC

MR. KOOIKER, CHAIRMAN; MR. ASCHBRENNER, MR. CECIL, MISS CONWAY, MR. DAVIS, MISS HOLLEMAN, MR. MOORE, MISS MORRISON, MR. RIETBERG, MR. RITSEMA, MR. SHARP. Assisting Faculty: MRS. DAUSER, MR. FORMSMA, MR. HOPPER, MR. JACKSON, MRS. KRAFT, MR. LANGEJANS, MR. Malfroid, MR. MINOR, MRS. PALMA, MRS. SHERMAN, MR. SPRING, MRS. WARNAAR, MRS. WORKING, MR. WOSHAKIWSKY.

The Music Department of Hope College has two aims - to supply the liberal arts student with an elective musical background which will assist him in being aware and appreciative of the growing musical heritage of civilization, and to train the student who wishes to make music his individual vocation. A student in the first group will find ample opportunity to enrich his musical knowledge by enrolling in the Introduction to Music course, in any of the Applied Music courses, or by means of membership in any of the music ensembles. A student in the second group, if he desires to teach music, can elect either the Bachelor of Music in Instrumental Music Education or the Bachelor of Music in Vocal Music Education degrees, permitting him to teach music from kindergarten through the twelfth grade; the degree will not be awarded until he has gained Michigan provisional teacher certification; if he desires to be a performing artist, he should select the Bachelor of Music in Performance program; if he wishes to major in music under the Bachelor of Arts degree he may do so in either Music Literature and History or Theory. All of the above programs are designed as basic toward continued study in graduate schools of music. All students who major or minor in music may waive all or part of the Piano Proficiency requirement upon application to the Chairman of the Piano Faculty, and successful completion of a Piano audition.

Students enrolled in the music program at Hope College engage in a wide variety of experiences outside the classroom:

- many are directing choirs in area churches
- several are teaching private instrumental lessons
- some have organized combos and play in area night spots
- several instrumentalists play in the Grand Rapids Symphony

Graduates of the Music Department are currently serving as:

- a teacher of musicology at a major university
- a first hornist in the New York Philharmonic Orchestra
- as librarian at the Sibley Library in the Eastman School of Music
- director of music at a prominent Pennsylvania church
- teachers in various elementary and secondary schools
- a leading baritone in a prominent Eastern opera company
- a soprano in a German operatic company

MAJOR: A student who wishes to major in music, under either the Bachelor of Music or the Bachelor of Arts degree programs, must start work in the department of his Freshman year, following the suggested schedule closely. If possible, he should indicate his preference in his application for admission to Hope College and should, with all other freshmen intending to major in music, meet with the department chairman *before* actual registration in the Fall. Time and place of this meeting will be announced in Freshman orientation notices. In the second semester of the

Music

freshman year a student will fill out an intent to major form, be evaluated by the department, and counseled appropriately. Formal application for majoring takes place at the close of the sophomore year.

MINOR: The Music Minor requirements for elementary teacher certification are 20 hours of music, as follows:

Music 111, 112	6 hours
Music 101	3 hours
Music 300	2 hours
Ensemble	2 or 3 hours
Applied Music	6 or 7 hours
1st year Piano Proficiency, or four hours	
TOTAL:	20 hours

The Music Minor requirements for secondary teacher certification are 20 hours of music, as follows:

Music 111, 112	6 hours
Music 101	3 hours
Music 370 or 375	3 hours
Ensemble	2 hours
Applied Music	6 hours
1st year Piano Proficiency, or four hours	
TOTAL:	20 hours

BACHELOR OF MUSIC IN VOCAL MUSIC EDUCATION

Liberal Arts: Introduction to Liberal Studies (7), World Literature (6), Psychology 100 (3), Social Sciences (3), History (3), *Foreign Language (6), Religion (6), Mathematics (3), Science (4), Senior Seminar (3), Physical Education (2).

Total: 46 hours

Basic Musicianship: Music 101, 111, 112, 211, 212, 311, 321, 323, 325.

Total: 29 Hours 20

Performance: Applied Major area (16), Piano (8), or 2nd year Piano Proficiency, Music 344 (3), Ensembles (4), Music Electives (2). Applied Minor area - if the major applied is organ or piano, 4 hours of the minor area must be voice.

Total: 33 hours

Professional Education: Education 220 (4), 360 (3), 500 (3), 485 (10), Music Education 300 (2), 375 (3), 491 (2).

Total: 27 hours

Grand Total 135 hours†

BACHELOR OF MUSIC IN INSTRUMENTAL MUSIC EDUCATION

Liberal Arts: Same as program above.

Total: 46 hours

Basic Musicianship: Music 101, Music Literature (6), Music 111, 112, 211, 212, 311, 341, 342.

Total: 32 hours

* This requirement is equal to first-year language proficiency.

† By advance placement, demonstration of proficiency, or by waiver, some students may complete the degree requirements in less hours than indicated. However, the minimum number of hours for graduation is 126.

Music

Performance: Applied Major area (16), Piano (4), or 1st year
Piano Proficiency, Music 333, 334, 335, 336, 341,
Ensembles (4)

Total: 32 hours

Professional Education: Education 220 (4), 360 (3), 500 (3),
485 (10), Music Education 300 (2), 491 (2), 370
(3).

Total: 27 hours

Grand Total 137 hours†

Every student whose major applied instrument is brass, wind or percussion is required to be a member of the band for a minimum period of three years.

Every student whose major applied instrument is strings is required to be a member of the orchestra for a minimum of three years.

BACHELOR OF MUSIC IN PERFORMANCE

Liberal Arts: Introduction to Liberal Studies (7), World Literature
(6), History (3), Social Sciences (6), Science (4),
Mathematics (3), *Foreign Language (6), Religion
(6), Senior Seminar (3), Physical Education (2).

Total: 46 hours

Basic Musicianship: 101, 111, 112, 211, 212, 311, 315, 321,
323, 325, 491, (In addition, organ majors must take
Music 328 and 350, for five additional hours.)

Total: 34 hours

Performance: Applied Major area (24), Applied Minor area (8),
(Organ majors take 4), Music 341, 344, Major Ap-
plied Methods course, Ensemble (2), Electives (5).

Total: 47 hours

Grand Total 127 hours†

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

The program for this major requires that the student apply for a major to the chairman of the department during his freshman year. The basic requirement in general studies is the core program. The chairman, or an advisor from the department, will work out a program of study to meet the major requirements and to ensure the development of a program which meets the individual needs and abilities of each student.

Major areas of study include the history of music, music theory and composition with a strong emphasis on performance. The degree basically will serve those students who plan to continue their music education in graduate or professional schools.

101. INTRODUCTION TO MUSIC - Development of skills in listening intelligently to music, with emphasis upon the development of music as an art. May be taken in partial fulfillment of the College Cultural Heritage Requirement.

THREE HOURS

STAFF BOTH SEMESTERS

Theoretical Courses:

111. THEORY I - For music majors and minors with emphasis on the fundamentals of music. The study of triads, intervals, key scales, cadences, sight singing, melodic

*This requirement is equal to first-year language proficiency.

†By advance placement, demonstration of proficiency, or by waiver, some students may complete the degree requirements in less hours than indicated. However, the minimum number of hours for graduation is 126.

Music

and harmonic dictation, and keyboard harmony. Students deficient in keyboard must take piano concurrently with this course.

THREE HOURS **CECIL, RIETBERG** **FALL SEMESTER**

112. THEORY I - Continuation of course 111. Introduces seventh chords, modulation, and the study of four-part writing. Dictation and keyboard drill are continued.

THREE HOURS **CECIL, RIETBERG** **SPRING SEMESTER**

211. THEORY II - Prerequisite: 111 and 112, first year piano proficiency. A continuation of Theory I, including keyboard harmony, dictation, and sight singing. The study of harmony will proceed from figured and unfigured bass and soprano harmonization and include techniques of 19th century composition. Course meets daily.

FOUR HOURS **ASCHBRENNER** **FALL SEMESTER**

212. THEORY II - Continuation of course 211.

FOUR HOURS **ASCHBRENNER** **SPRING SEMESTER**

213. COMPOSITION - A class designed for students with prior music composition background, especially those who are interested in becoming composition majors. The class will involve the writing of exercises, the completion of analytical assignments and free composition. Workshop performances of student compositions will be included. The course may be repeated. Prerequisite: Music 111, 112 or permission of instructor.

TWO HOURS **ASCHBRENNER** **BOTH SEMESTERS**

295. STUDIES IN MUSIC - A lecture or seminar class in a special topic offered at the sophomore level.

TWO or THREE HOURS **STAFF**

300. ELEMENTARY MUSIC METHODS - A practical presentation of how to teach music to school children, using simple instruments, functional piano playing, demonstration of methods and materials. Designed for the classroom teacher. Junior and senior music majors only, others by permission of instructor.

TWO HOURS **HOLLEMAN** **FALL SEMESTER**

311. FORM AND ANALYSIS - A practical and analytical course in the structure of music, as well as the harmonic and polyphonic devices employed in representative major works. Prerequisite: Theory I and Theory II.

THREE HOURS **STAFF** **FALL SEMESTER**

312. FORMS AND ANALYSIS - Continuation of course 311. Alternate years, 1976-77.

TWO HOURS **STAFF** **SPRING SEMESTER**

315. COUNTERPOINT - A practice of the techniques used in eighteenth-century composition and a study of the style and literature of the period. Alternate years, 1975-76.

THREE HOURS **DAVIS** **SPRING SEMESTER**

321. MUSIC LITERATURE OF THE CLASSIC AND ROMANTIC PERIODS - Includes the history and literature of music after 1750 and extending through the Romantic Period. Special emphasis is placed on the works of Haydn, Mozart, Beet-

Music

hoven, and Schubert. Prerequisite: Music 101 or consent of instructor.

THREE HOURS

SHARP SPRING SEMESTER

323. WAGNER AND THE TWENTIETH CENTURY - The styles and development in music in musical literature of the past sixty years. Contemporary trends and the other art forms will be included, and various individual composers will be studied, as well as the larger schools of musical thought. Prerequisite: Music 101 or consent of instructor.

THREE HOURS

MOORE FALL SEMESTER

325. MUSIC LITERATURE BEFORE 1750 - The music from the time of the Greeks through the works of Bach and Handel, with emphasis on the use of illustrative materials and recordings. Prerequisite: Music 101 or consent of instructor. Alternate years, 1977-78.

THREE HOURS

STAFF SPRING SEMESTER

326. SURVEY OF VOCAL LITERATURE - A course designed to incorporate the three main styles of solo vocal literature. The study is devoted to Baroque and Classical oratorio, a survey of Romantic and Contemporary Art Song, and an introduction to operatic recitative and aria. Alternate years, 1976-77.

THREE HOURS

MORRISON SPRING SEMESTER

327. ORGAN LITERATURE - A survey of the various periods of organ composition, with emphasis upon the study and performance of representative works. Alternate years, 1977-78.

TWO HOURS

DAVIS FALL SEMESTER

328. MUSIC, LITURGY AND LIFE: THE CHRISTIAN TRADITION - A study of the nature and meaning of Christian worship; the legacy of temple and synagogue worship; early Christian worship; the worship of the Roman Church; Reformation liturgies; a study of hymnology and a survey of the great music of the church, including the development of the anthem and oratorio.

The purpose of this course is to discover how what man believes is expressed in liturgy and the way in which music is both an aid and the vehicle for man's worship of God.

THREE HOURS

RIETBERG FALL SEMESTER

330. PIANO METHODS - Introduces methods and materials used in teaching elementary and intermediate piano for private and class instruction at all age levels. Students other than majors may register upon consent of the piano staff.

TWO HOURS

CONWAY SPRING SEMESTER

333. STRING APPLIED METHODS - A required course for instrumental music education majors. Alternate years, 1977-78.

TWO HOURS

RITSEMA FALL SEMESTER

334. STRING APPLIED METHODS - Continuation of Course 333. Alternate years, 1977-78.

TWO HOURS

RITSEMA SPRING SEMESTER

335. BRASS AND PERCUSSION METHODS - A required course for instrumental music education majors. Alternate years, 1976-77.

TWO HOURS

STAFF FALL SEMESTER

Music

336. WOODWIND METHODS - A required course for instrumental music education majors. Alternate years, 1976-77.

TWO HOURS

STAFF SPRING SEMESTER

337. VOCAL METHODS - A required course for Vocal Performance degree majors and strongly recommended for vocal music education majors. Alternate years, 1976-77.

TWO HOURS

MORRISON SPRING SEMESTER

338. DICTION FOR SINGERS - A course which prepares the voice student to study and to perform songs and operas in the most important languages of music literature. Alternate years, 1976-77.

TWO HOURS

SHARP FALL SEMESTER

341. ORCHESTRATION AND CONDUCTING - Orchestral and band scoring with emphasis on the technique of the baton and the rehearsal problems of instrumental groups. Includes work with brass and woodwind ensembles, progressing to the scoring of music for symphonic band. Prerequisite: Music 212. Alternate years, 1976-77.

THREE HOURS

RITSEMA FALL SEMESTER

342. ORCHESTRATION AND CONDUCTING - Continuation of course 341. Includes string ensembles and the adaptation of vocal, piano and organ works for symphonic orchestra. Alternate years, 1976-77.

THREE HOURS

RITSEMA SPRING SEMESTER

344. CHORAL CONDUCTING - A practical study of conducting choral music. The requirements for the first two years of a music major are advisable as a prerequisite. Alternate years, 1977-78.

THREE HOURS

FALL SEMESTER

350. SERVICE PLAYING - Instruction in anthem and oratorio accompaniment, conducting from the console, and improvisation. Prerequisite: 1½ years of organ. Recommended for organ majors. Alternate years, 1976-77.

TWO HOURS

RIETBERG SPRING SEMESTER

370. SECONDARY INSTRUMENTAL METHODS AND ADMINISTRATION - The problems peculiar to the teaching of instrumental music in both class and private instruction. Sections devoted to the selection of texts and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Alternate years, 1977-78.

THREE HOURS

RITSEMA FALL SEMESTER

375. SECONDARY CHORAL METHODS - The study and observation of secondary teaching techniques, with examination of materials. Open to junior and senior music majors only, others by permission of instructor. Alternate years, 1976-77. Same as Education 375.

THREE HOURS

HOLLEMAN SPRING SEMESTER

490. INDEPENDENT STUDY - This course is designed to give students majoring in music an opportunity to do research in a field of Music History or Theory in which they have a particular interest. The student will submit a formal application which

Music

must be approved by the faculty member who will act as his advisor and tutor, by the music faculty as a whole, and by the Dean for Academic Affairs.

TWO or THREE HOURS

STAFF BOTH SEMESTERS

491. SENIOR SEMINAR IN MUSIC - A required senior music course designed to assist advanced students in the problems of music and to act as an additional survey of theoretical and music literature materials. Includes an oral comprehensive examination, as well as independent study.

TWO HOURS

KOOKER FALL SEMESTER

495. STUDIES IN MUSIC - A lecture or class in a special topic for music majors.

TWO or THREE HOURS

STAFF

APPLIED MUSIC COURSES

All courses in Applied Music are open to students of varying degree of preparation, from beginners to advanced students. All music majors except First semester Freshmen are required to pass an examination each semester under the jury system. For Applied Music fees, see index.

In partial fulfillment of music major requirements, seniors majoring in applied music will give a full length evening recital and seniors majoring in music education will share in a joint evening recital. All juniors majoring in performance will give either a partial or full recital, the length to be at the instructor's discretion. Exceptions to recital requirements will be granted only by a decision of the music faculty recital committee.

All private lessons are of 30 or 45 minutes duration. Lessons in Applied Music will not be made up unless the student notifies the instructor a reasonable time in advance of his absence. Private lessons falling on legal and special holidays will not be made up. All Applied Music students are required to fulfill practice time requirements, consisting of at least one hour per day for each weekly piano, organ, or instrumental lesson. Qualified students studying piano privately are required to accompany for a minimum of one lesson per week during course of study. Two hour credit courses are open to all students, including non-music majors. Three hours credit courses are open only to performance majors and to other music majors with the recommendation of the faculty. All students studying applied music meet for a class each Wednesday from 3:30 - 4:20.

APPLIED MUSIC - PRIVATE INSTRUCTION

Applied lessons are either one-half hour lesson per week, receiving two hours credit per semester, or one forty-five minute lesson per week, receiving three hours credit per semester.

APPLIED MUSIC

161 Flute; 162 Oboe; 163 Clarinet; 164 Saxophone; 165 Bassoon; 166 Horn; 167 Trumpet; 168 Trombone; 169 Baritone; 170 Tuba; 171 Percussion; 172 Harp; 173 Violin; 174 Viola; 175 Cello; 176 String Bass; 177 Organ; 178 Harpsichord; 179 Piano; 180 Guitar; 181 Voice; 185 Early Instruments.

APPLIED MUSIC - CLASS INSTRUCTION

190. PIANO CLASS, BEGINNING - Open to all students who are beginning piano study, with the exception of piano majors to whom it is closed entirely. Limited to four hours total credit.

TWO HOURS

Music

191. PIANO CLASS, INTERMEDIATE - A continuation of the above.

TWO HOURS

192. VOICE CLASS, BEGINNING - Open to all students, with a limit of four hours total credit.

TWO HOURS

193. VOICE CLASS, INTERMEDIATE - A continuation of the above.

TWO HOURS

ENSEMBLES - CHORAL AND INSTRUMENTAL

100. CHAPEL CHOIR - Membership of approximately 70 voices determined each Spring by auditions from members of the College Chorus.

ONE HOUR

RIETBERG BOTH SEMESTERS

110. COLLEGE CHORUS - Membership open to all interested students.

ONE-HALF HOUR

DAVIS BOTH SEMESTERS

120. ORCHESTRA - Offers music majors and non-majors alike the opportunity to perform major works from the standard orchestral repertoire. The 60 member organization gives several concerts throughout the academic year and regularly features renowned faculty and guest soloists.

ONE HOUR

RITSEMA BOTH SEMESTERS

125. WIND ENSEMBLE - A select group of approximately 35 musicians serving as a nucleus for the Concert Band. Performs alone as well as with the Concert Band and tours in the spring. Its repertoire includes smaller chamber works as well as the traditional band literature. Auditions in the spring and fall.

ONE-HALF HOUR

CECIL BOTH SEMESTERS

130. CONCERT BAND - Open to all students by try-out in the fall. Reads and performs the standard band literature. A Pep Band is drawn from this group for athletic events.

ONE HOUR

CECIL BOTH SEMESTERS

135. JAZZ ENSEMBLE - Provides an opportunity to read and perform the standard big band literature; improvisation is also stressed. The band performs on campus and traditionally plays for school assemblies in the state.

ONE-HALF HOUR

CECIL BOTH SEMESTERS

140. COLLEGIUM MUSICUM - Study and performance of instrumental and vocal music of the Medieval, Renaissance, and Baroque eras. Membership determined by tryouts at the beginning of the first semester.

ONE-HALF HOUR

SHARP and RITSEMA BOTH SEMESTERS

150. SYMPHONETTE - Membership determined by tryouts at the beginning of the Fall term.

ONE-HALF HOUR

RITSEMA BOTH SEMESTERS

155. OPERA WORKSHOP - A workshop involving stage movement, acting and singing in the context of opera or operetta literature. All students will participate in scenes or full productions. During one year scenes of some of the great operas will

Music

be performed and on the alternate year a full production will be performed. By permission of instructor only.

ONE HOUR

SHARP SPRING SEMESTER

160. CHAMBER ENSEMBLES - By arrangement with a faculty member, chamber ensembles can be formed. The literature to be studied will determine the membership of the ensemble.

ONE-HALF HOUR

STAFF BOTH SEMESTERS

PHILOSOPHY

MR. DYKSTRA, CHAIRMAN; MR. JENTZ, MR. WESTPHAL

Philosophy is both a subject matter and a mode of critical reflection whose field of inquiry is as broad as human experience itself. For this department, philosophy is always an act of inquiry. In the context of a liberal arts education, philosophy can and must serve equally three classes of students:

1. Those interested in the wide range of inquiries that characterizes Liberal Arts education. Philosophy seeks to involve these students in fundamental questions which are unique to any one of the identifiable disciplines or common to several or all of them; to develop competence in critical thought; and to open up possibilities for relating the broad areas of human experience and learning to each other.
2. Those whose main educational interest is in specialized areas. For these philosophy is chiefly the critical analysis of the fundamental concepts employed in the various specialized disciplines (e.g. art, science, religion); an examination of the kinds of validity achieved in each; and a major means by which a student can achieve such a self-awareness in his discipline that his ventures in the discipline may become explicitly purposive and so promise to be also highly creative.
3. Those who expect to major in philosophy. For these the department provides opportunity to become familiar with the history of philosophical thought and with the major special fields of philosophical inquiry; or in other words, to come as close as possible to stepping into the stream of philosophy at the point of development it has now reached; and to become realistically involved in this contemporary stream - in part by discovering by what rationale it has arrived where it is now, and in part by locating the hitherto unresolved issues in philosophy.

Some interesting careers that philosophy majors have moved to include the following:

- practicing law in an Eastern law firm
- teaching philosophy in colleges and universities
- teaching American studies in a university
- engaging in computer science research
- pastoring a Presbyterian church in California
- serving as a denominational executive in the Reformed Church in America in New York City.

MAJOR REQUIREMENTS:

A student may obtain a major in Philosophy in any one of six ways. Any one of the six will qualify him for graduate study in Philosophy. Our program also permits the major student wider range of choice for post-baccalaureate study - in preparation for law, teaching, business, theology, etc., as well as for advanced study in some other graduate disciplines besides philosophy.

Our program takes into account the fact that a person with major interests in (say) Philosophy of Science will desire to have experience and a degree of competence

Philosophy

in science, and that it is good sense to recognize this aim in the granting of credit for such cognate study toward a philosophy major. The same applies to students interested in aesthetics, social sciences, religion, and political science.

All philosophy majors must take the following: one course in logic, one course in basic philosophic skills (major philosophic problems and arguments), a three course sequence in the History of Philosophy, and advanced work as indicated below.

Any courses from other disciplines which are to be offered as partial fulfillment of the requirements of any of the philosophy major programs must be explicitly approved by the Philosophy Department.

1. Philosophy as a Liberal Arts Major
 - a. The five basic courses:
 - Philosophy 201 - Introductory Logic
 - Philosophy 115 - Fundamentals of Philosophy
 - Philosophy 210 - Ancient and Medieval Philosophy
 - Philosophy 212 - Early Modern Philosophy
 - Philosophy 310 - Twentieth Century Philosophy
 - b. At least two of the following: Philosophy 295 - Studies in Philosophy, Philosophy 490 - Independent Study, Philosophy 495 - Advanced Studies in Philosophy
 - c. At least six additional hours in the department.Total: 30 hours
2. Philosophy of Art
 - a. The five basic courses
 - b. Philosophy 373 - Aesthetics
 - c. Cores of courses as follows:
 - From *either* the departments of Art, Music, or Theatre, 12 hours, no more than three of which may include "performance" courses; or
 - From the English Department 12 hours of upper level courses; or
 - From a foreign language 9 hours of upper level courses.
 - d. Either Philosophy 490 or 495Total: 33-36 hours
3. Philosophy of Science
 - a. The five basic courses
 - b. Philosophy 360: Philosophy of Science
 - c. A sequence of at least 12 hours in either: Biology, Physics, Chemistry, Geology, or Mathematics
 - d. Either Philosophy 490 or 495Total: 36 hours
4. Philosophy of the Social Sciences
 - a. The five basis courses
 - b. Philosophy 360: Philosophy of Science
 - c. Philosophy 241: History of Political and Social Theory
 - d. From *either* of the departments of Economics, Political Science Psychology, or Sociology, 9 hours of upper level courses
 - e. Either Philosophy 490 or 495.Total: 36 hours

Philosophy

5. Ethics and Political Philosophy
- The five basic courses
 - Philosophy 340 - History of Ethical Theory
 - Philosophy (Political Science) 241 - History of Political and Social Theory
 - Philosophy 342 - Ethics
 - Philosophy 374 - Political Philosophy
 - Either Philosophy 490 or 495

Total: 34 hours

6. Philosophy of Religion
- The five basic courses
 - Philosophy 331: Philosophy of Religion
 - Department of Religion
At least 12 hours beyond the Basic Studies in Religion
 - Either Philosophy 490 or 495

Total: 36 hours

Variations from any of these programs may be sought by formal application to the department.

113. INTRODUCTION TO LIBERAL STUDIES - Required of all freshman students. A course built around the notion of "prior questions", i.e., the notion that by the time formally disciplined study of any one of the major facets of the human enterprise begins, some major questions have been explicitly or implicitly faced and some major commitments made. The course takes its cues chiefly from contemporary thought in ethics, philosophy of religion, philosophy of science, etc.

DYKSTRA BOTH SEMESTERS

115. FUNDAMENTALS OF PHILOSOPHY - An introduction to argumentation and concept analysis in application to issues in theory of knowledge, the concepts of mind/body and freedom/determinism, and ethics. Open to all students. Prerequisite to Philosophy 295, 331, 342, 373, 374.

THREE HOURS

JENTZ BOTH SEMESTERS

201. INTRODUCTORY LOGIC - Introduction to semantic issues affecting logic, development of skills in classical syllogistic logic and modern symbolic logic. Introduction of various philosophy of logic considerations.

THREE HOURS

DYKSTRA BOTH SEMESTERS

210. ANCIENT & MEDIEVAL PHILOSOPHY - Greek philosophy from its beginnings through Socrates, Plato, Aristotle, and the later moralists. The encounter between Hellenistic philosophies and Early Christian thought.

FOUR HOURS

JENTZ FALL SEMESTER

212. EARLY MODERN PHILOSOPHY - From Descartes through German Idealism, with major emphasis on the epistemological and metaphysical issues. The main developments in 19th century social philosophy. Philosophy's confrontation with the developing scientific method.

FOUR HOURS

DYKSTRA SPRING SEMESTER

240. PHILOSOPHIES OF MAN - A symposium type of study of the various concepts of man that have been proposed as seriously intended images of the nature of man, and inquiry as to whether modern culture is or is not down-grading man's

Philosophy

image, and whether more carefully critical concepts may contribute to revitalization of modern culture.

THREE HOURS

STAFF FALL SEMESTER

241. HISTORY OF POLITICAL AND SOCIAL THEORY - The objective of the course is two-fold: (1) to consider some of the basic problems of political philosophy, and (2) to indicate how they grew out of an attempt on the part of man to discover his purpose and the nature of his social organization. Same as Political Science 341.

FOUR HOURS

ELDER FALL SEMESTER

295. STUDIES IN PHILOSOPHY - A lecture or seminar class in a special topic in Philosophy. Prerequisite: Philosophy 115.

THREE HOURS

STAFF BOTH SEMESTERS

310. TWENTIETH CENTURY PHILOSOPHY - The major tendencies in 20th century philosophy: pragmatism, realism, analytical philosophy, existentialism, and phenomenology.

FOUR HOURS

DYKSTRA FALL SEMESTER

320. ORIENTAL PHILOSOPHIES - An introduction to the major philosophic traditions of India and China, together with comparisons with and possible implications for philosophizing in the West. Not offered 1976-77.

THREE HOURS

JENTZ SPRING SEMESTER

331. PHILOSOPHY OF RELIGION - Examination of the logic of theistic belief, the question of theistic knowledge, and the nature of theistic commitment in an age of secularization. Prerequisite: Philosophy 115.

THREE HOURS

JENTZ FALL SEMESTER

340. HISTORY OF ETHICAL THEORY - Survey of the important types of ethical emphasis, with a critical analysis aimed at discovering whether and what kind of progress there may have been, what key options remain open in ethical philosophy, and what we can do with them. Alternate years, 1976-77.

THREE HOURS

DYKSTRA FALL SEMESTER

342. ETHICS - An attempt to clarify the nature of ethical thinking, by identification of concrete ethical issues in ordinary experience, examination of the criteria for determining that an issue is a moral one, the developments of procedures for resolving such issues, and, in this context, reflections on nature of ethical theory. Prerequisite: Philosophy 115.

THREE HOURS

JENTZ SPRING SEMESTER

360. PHILOSOPHY OF SCIENCE - A clarification and critical examination of the fundamental concepts and methods in science, including an identification of the assumptions of the natural and social sciences, with specific attention given to their justification.

THREE HOURS

DYKSTRA SPRING SEMESTER

362. PHILOSOPHY OF HISTORY - An examination of the relationship between speculative philosophy of history and analytical philosophy of history. Not offered 1976-77.

THREE HOURS

STAFF SPRING SEMESTER

Philosophy

373. AESTHETICS - An attempt to discern the nature of art, the factors characterizing works of art, the features that distinguish our experience of works of art from other kinds of experience, the meaning of beauty, the place of art in civilization, and the nature of aesthetic theory. Alternate years, 1976-77. Prerequisite: Philosophy 115.

THREE HOURS

STAFF SPRING SEMESTER

374. POLITICAL PHILOSOPHY - An examination of the major types of political philosophy current in the twentieth century, together with an analysis of certain key political concepts, e.g. 'justice,' 'equality,' 'rights,' 'liberty.' Prerequisite: Philosophy 115, Philosophy/Political Science 341.

THREE HOURS

STAFF SPRING SEMESTER

400. MAJOR PHILOSOPHICAL WORKS - Critical reading and analysis of several major works in philosophy, with a view toward understanding the historical milieu out of which they arose and their enduring significance for the present. Prerequisite: Philosophy 115. Not offered 1976-77.

THREE HOURS

STAFF SPRING SEMESTER

490. INDEPENDENT STUDY - A senior Honors Project consisting of the writing of a thesis. (See description under Academic Regulations.) Prerequisite: Departmental approval of a student-proposed project prior to enrollment in the course.

THREE HOURS

STAFF FALL SEMESTER

495. ADVANCED STUDIES IN PHILOSOPHY - Topical seminars, focusing upon philosophic writing and the critique of papers in class. Prerequisite: Permission of the instructor.

THREE HOURS

JENTZ SPRING SEMESTER

PHYSICAL EDUCATION AND RECREATION

MR. VANDERBILT, CHAIRMAN; MISS SWERTFAGER, MR. BREWER, MR. DeVETTE, MR. GREEN, MR. KRAFT, *MISS PARKER, MR. SMITH, MR. VAN WIEREN. Assisting Faculty: MRS. DeBRUYN.

The curriculum of the Department of Physical Education and Recreation is designed to provide the undergraduate student a strong liberal arts background in addition to specific areas of expertise within physical education, recreation and/or dance.

Students currently majoring in the Department of Physical Education and Recreation also participate in the following activities:

- directing the entire intramural program at Hope College
- assisting coaches in collegiate sports
- working as assistants to physical therapists in local schools and hospitals
- directing various recreational programs through the local YMCA and Holland Department of Recreation
- serving as camp counsellor in scout camps, camps for the handicapped, and church camps
- provide meaningful experience for children in elementary physical education

Graduates of the Department of Physical Education are currently leading satisfying careers as:

- recreational director of a Midwest city
- professor of Motor Learning at a major Midwest university
- physical therapist in a large urban hospital in the East
- sports editor for a prominent Midwest newspaper
- teaching and coaching in many elementary and secondary schools around the nation

16 **PROFESSIONAL OPPORTUNITIES:** Many students will find courses in the Department of Physical Education and Recreation helpful in preparation for their future professional vocation. With a major in this department numerous opportunities can occur. For example, elementary teaching, secondary teaching, college teaching after graduate work, coaching, athletic directorships, sport announcer, sport journalist, physical therapist, recreational therapist, occupational therapist, dance therapist, dance instructor, dance performer or leader in industrial recreation, community recreation, or private enterprises of a recreational nature are only a few of the career choices open for our majors and minors.

MEANINGFUL EXPERIENCE PROGRAM: A meaningful sequence of opportunities are provided for all students planning to major or minor in physical education, recreation or dance. Consult the Department Chairman for a copy of the program for your particular area of interest.

REQUIRED PHYSICAL EDUCATION: To be liberally educated each person should develop skills for leisure time pursuits. All students are required to take two semester courses in Physical Education activities and are permitted to take up to four semester courses and count them toward graduation requirements.

*On sabbatical Fall Semester.

Physical Education and Recreation

APPLICATION PROCEDURES: Students desiring a major or approved minor are required to consult the Department Chairman, preferably during their sophomore year. Upon student request the chairman will set up an appointment with the Screening Committee of the department for student guidance and program planning. Physical education majors minoring in Recreation or Dance, or Recreation majors minoring in Physical Education or Dance are required to substitute courses from within our department in cases when core requirements are duplicated.

PHYSICAL EDUCATION MAJOR: A major in physical education consists of a minimum of thirty hours within the department. Physical education courses 101-139 do not meet this requirement. All students planning to major in physical education are required to take Biology 102, Mathematics 210, Psychology 100, and either Physics 111 or Chemistry 101. A major must also complete the following physical education courses: 201, 205(W), 211, 221, 231, 301, 340(M), 381, 382.

MINOR: Recommended minor in Physical Education with an emphasis in Coaching or Teaching. When possible courses should be taken in numerical order (e.g. P.E. 201, Philosophic History should be taken before P.E. 382, Methods and Bio-mechanics of Advanced Motor Skills, etc.) If this procedure is adhered to, the student will progress in a more meaningful sequence.

EMPHASIS IN COACHING - 22 hours (Two used by Education Department for certification requirement) Activity credit - at least 1 of 2 required courses should be taken in sports offered as Interscholastic Sports in Secondary Schools: Physical Education Courses: 101-139, 201, 331, 332, or 334, 335, 340, 361, or 371, 382, plus participation in two intercollegiate or intramural sports and active participation in Meaningful Experiences.

EMPHASIS IN TEACHING - 22 hours (Two hours used for Education Department Certification requirement) Physical Education 201, 211, 221, 301, 381, 382, plus Activity Courses - Four hours in activities of least proficiency as determined by the Head of our Professional Program. (See Physical Education Chairman).

RECREATION MAJOR: A major in recreation consists of a minimum of thirty-one hours within the department. All students planning a major or composite recreation major are required to take Biology 102, Mathematics 210 and Psychology 100. A major must also complete the following core courses: 201, 250, 340, 365, 375, (381 or 382) and 490. In addition to the core, the student should choose 9 hours within the department from any of the following course offerings: 203, 205, 230, 345, 350, 295 or 361. It is also expected that the recreation major will be an active participant in the meaningful experience program of the Department. (See Physical Education and Recreation Chairman for details.)

COMPOSITE MAJOR FOR THE RECREATION STUDENT: The composite major utilizing recreation as one of the areas of concentration includes the 22 core hours (201, 250, 340, 365, 375, [381 or 382], and 490). In addition to the core, the composite major is required to have at least 14 hours from a department other than physical education in areas appropriate to the student's career plans. It is of utmost importance that the student contemplating a composite major secure information pertaining to composite majors from the Registrar's Office prior to the completion of his sophomore year. In selecting courses the student is required to take 18 hours in courses numbered 300 or above. The following are possible areas for including in the Recreation composite major:

22 Hours Recreation Core plus

Minimum hours

14 hours Business Administration - for administrative positions in

Physical Education and Recreation

- Recreation.
- 14 hours Religion - for future Christian Education positions
 - 14 hours Sociology and Psychology - for Urban vocations dealing with youth work or various social service agencies.
 - 14 hours Communications - for career plans in administering community or industrial recreational programs.
 - 14 hours Science - for outdoor recreators, Outward Bound type vocations or community ecological planners.
 - 14 hours Performing Arts - for recreators who desire enrichment in dance, theatre, art or music; lending a unique background to the future community recreator.

Variations of the above may be sought by formal application to the Department of Physical Education and Recreation.

RECREATION MINOR: The minor includes a minimum of 22 hours (two of which are used by the Education Department for certification purposes).

The following courses are required for the minor: 201, 340, 250, 382, and two of the following *four* courses: 295, 350, 365, or 375. Additionally, *three hours* should be chosen from the following to complete the minor requirements: 203, 205, 230, 345, 350, 295 or 361.

DANCE MINOR: See pages 138-140.

Physical Education Courses

101-139. PHYSICAL EDUCATION ACTIVITIES - A required course for all students to be taken in the freshman year. The activities offered include fencing, self defense, backpacking, canoeing, bicycling, racketball, pool, volleyball, badminton, golf, handball, tennis, conditioning, and the co-educational activities of archery, bowling, folk and square dance, modern dance, swimming, skiing, gymnastics, table tennis, weight training, relaxation and jogging, and life saving.

201. PHILOSOPHIC HISTORY OF HEALTH, PHYSICAL EDUCATION AND RECREATION - Orients the student to professional work in these fields. Emphasis is placed on philosophy and history as it has influenced physical education and recreation. Same as Recreation 201.

THREE HOURS

BREWER FALL SEMESTER

203. HEALTH EDUCATION - This course is designed to give the student a contemporary look at American health problems. Such areas as mental health, physical fitness, diet and nutrition, reproduction and morals, stimulants and depressants, communicable diseases, and senses and organic systems will be looked at and discussed. Same as Recreation 203.

THREE HOURS

SMITH SPRING SEMESTER

205. TECHNIQUES OF FOLK, SQUARE, AND MODERN DANCE - Beginning and intermediate techniques and methodology taught in the three dance forms: 1) Square dance basics utilized in pattern and singing calls. 2) Folk dances from various cultural backgrounds covered with emphasis on style as it relates to each ethnic group. 3) Fundamentals of modern dance with an introduction to composition. Same as Recreation 205.

THREE HOURS

DeBRUYN, PARKER FALL SEMESTER

211. HUMAN PHYSIOLOGY AND HYGIENE - An extension and application of fun-

Physical Education and Recreation

damental concepts of physiology introduced in the first year biology course. Two lecture periods and one two-hour laboratory a week. Prerequisite: Biology 102.

THREE HOURS

GREEN BOTH SEMESTERS

221. ANATOMY AND KINESIOLOGY - The muscle-skeletal system and its action, with special reference to the field of health and physical education is studied in detail. Prerequisite: Biology 102 and Physical Education 211. Same as Dance 221.

THREE HOURS

GREEN SPRING SEMESTER

230. WATER SAFETY INSTRUCTION (W.S.I.) SWIMMING - This course is an intensive theory and method course which deals with swimming. It includes not only teaching methods but biomechanics of swimming, development of swimming skills, information on pool management and fifteen hours of observation and teaching of swimming. Same as Recreation 230.

TWO HOURS

PARKER, STAFF SPRING SEMESTER

231. MEASUREMENT THEORY AND PRACTICE - Designed to acquaint the student with existing tests and measures and sources for their location; to critically evaluate existing tests and measures; to administer tests and interpret their results; and to develop an understanding of the basic elements of statistics necessary for comprehension of contemporary research literature in our field.

THREE HOURS

KRAFT FALL SEMESTER

295. STUDIES IN PHYSICAL EDUCATION - Designed as a lecture discussion experience, in special topics of interest at the sophomore level of competency.

ONE, TWO or THREE HOURS

STAFF TBA

301. NATURE AND BASIS OF MOTOR LEARNING - The purpose of this course is to gain an understanding of human behavior in competitive situations and activity learning experiences. Special emphasis is given the theory and research in the area of motor learning. Prerequisite: Psychology 100.

THREE HOURS

VANDERBILT SPRING SEMESTER

305. ADVANCED TECHNIQUES AND COMPOSITION FOR MODERN DANCE - This is an introductory course in the rhythmic structure of dance, including problems in line, design, dynamics, theme and group choreography. Prerequisite: Dance 116 and 117 or permission from the instructor. Alternate years.

TWO HOURS

DeBRUYN SPRING SEMESTER

315. MODERN DANCE METHODS - Explores the materials, techniques and principles of creative dance for youth. A concentrated study is made of how children discover movement and create dances. Prerequisite: Physical Education 205 or two semesters of Techniques and Fundamentals in Modern Dance. Alternate years. Same as Dance 315.

TWO HOURS

DeBRUYN SPRING SEMESTER

331. TECHNIQUES OF COACHING TRACK, CROSS COUNTRY, WRESTLING AND OTHER SPORT. (Coaching Men I) - The fundamentals of these sports and the techniques and theories of coaching them are analyzed. This course requires three lecture periods and a one hour laboratory a week. Alternate years 1977-78.

THREE HOURS

BREWER, STAFF FALL SEMESTER

Physical Education and Recreation

332. TECHNIQUES OF COACHING FOOTBALL, BASKETBALL, AND BASEBALL. (Coaching Men II) - The fundamentals of these sports and the techniques and theories of coaching them are analyzed. This course requires three lecture periods and a one hour laboratory a week. Alternate years, 1976-77.

THREE HOURS

DeVETTE, STAFF SPRING SEMESTER

334. TECHNIQUES OF COACHING WOMEN'S SPORTS (Coaching Women I) - The purpose of this course is three fold. 1) exploration and analysis of techniques; 2) theories of coaching; 3) class organization for women's sports. The areas of sport covered in this course are: swimming, tennis, basketball, golf and track and field. Alternate years 1977-78.

THREE HOURS

PARKER FALL SEMESTER

335. TECHNIQUES OF COACHING WOMEN'S SPORTS (Coaching Women II) - The purpose of this course is the same as that of 334, but the sports covered will be: softball, volleyball, gymnastics, and field hockey. Alternate years, 1976-77.

THREE HOURS

PARKER FALL SEMESTER

340. TRAINING AND PERSONAL HEALTH CARE FOR ATHLETIC PARTICIPANTS - The principles of exercise physiology as they relate to athletic participants. Attention is also given to the care and prevention of injuries sustained in athletic competition. Same as Recreation 340.

THREE HOURS

GREEN FALL SEMESTER

345. TEACHING PHYSICAL EDUCATION AND RECREATION IN THE ELEMENTARY SCHOOL - This course is designed to acquaint the classroom teacher with the total program of physical education and recreation in the elementary school. Special emphasis is given to the theoretical basis for physical education and the mastery of elementary skills. For non-physical education majors only. Same as Recreation 345.

TWO HOURS

PARKER SPRING SEMESTER

350. ADAPTED AND THERAPEUTIC PHYSICAL EDUCATION AND RECREATION - The course is designed to help teachers with limited background in medical and technical aspects of medical rehabilitation to help the atypical person achieve maximum physical development. Same as Recreation 350. Alternate years 1977-78.

THREE HOURS

VAN WIEREN SPRING SEMESTER

361. SPORTS SOCIOLOGY - An examination of the scope and impact of sport in the twentieth century. Special attention will be focused on sport and social processes such as the influence of sport on mobility, stratification, and socialization. Emphasis will also be given to contemporary problems in sport and a look into the future of sport for man. Same as Recreation 361. Alternate years 1976-77.

THREE HOURS

VANDERBILT FALL SEMESTER

371. SPORT PSYCHOLOGY - Endeavors to investigate the psychological dimension in sport as it pertains to the athlete, the coach, and the spectator; emphasis is placed on understanding and appreciating the relatively new academic discipline of sport psychology; special attention is focused on the latest research findings pertaining to the psychological ramifications of man engaged in sport. Prerequisite: Psychology 100. Alternate years 1977-78.

THREE HOURS

VANDERBILT FALL SEMESTER

Physical Education and Recreation

381. METHODS AND BIOMECHANICS OF ELEMENTARY MOTOR SKILLS - This course is designed to help the student gain competence in the teaching methodology, biomechanical analysis, and performance of motor skills commonly found in elementary physical education and recreation programs. Three lectures and two two-hour laboratories a week. Same as Recreation 381.

FOUR HOURS

VAN WIEREN FALL SEMESTER

382. METHODS AND BIOMECHANICS OF ADVANCED MOTOR SKILLS - The purpose of this course is threefold: 1) to explore human movement patterns as they relate to advanced sports' skills 2) to discuss and practice the techniques and strategy of many activities, and 3) to learn how to teach these activities in the most effective manner. Three lectures and two two-hour laboratories a week. Same as Recreation 382.

FOUR HOURS

KRAFT, STAFF SPRING SEMESTER

490. INDEPENDENT STUDY - This course provides opportunity for the pursuit of an independent research study or in depth reading in a specific area of interest. Prerequisite: Senior Standing.

ONE, TWO or THREE HOURS

STAFF BOTH SEMESTERS

495. SEMINAR FOR MAJORS IN PHYSICAL EDUCATION - A course intended to provide a meaningful exchange of ideas on contemporary issues in physical education and sport. Prerequisite: Senior Status.

THREE HOURS

STAFF BOTH SEMESTERS

Recreation Courses

201. PHILOSOPHIC HISTORY OF HEALTH, PHYSICAL EDUCATION AND RECREATION - Orients the student to professional work in these three fields. Emphasis is placed on philosophy and history as it has influenced physical education, Health and Recreation. Beginning course for physical education and recreation majors and minors. Same as Physical Education 201.

THREE HOURS

BREWER, STAFF SPRING SEMESTER

203. HEALTH EDUCATION - This course is designed to give the student a contemporary look at American health problems. Such areas as mental health, physical fitness, diet and nutrition, reproduction and morals, stimulants and depressants, communicable diseases, and senses and organic systems will be looked at and discussed. Same as Physical Education 203.

THREE HOURS

SMITH SPRING SEMESTER

205. TECHNIQUES OF FOLK, SQUARE, AND MODERN DANCE - Beginning and intermediate techniques and methodology taught in the three dance forms: 1) Square dance basics utilized in pattern and singing calls. 2) Folk dances from various cultural backgrounds covered with emphasis on style as it relates to each ethnic group. 3) Fundamentals of modern dance with an introduction to composition. Same as Physical Education 205 and Dance 205.

THREE HOURS

DeBRUYN, PARKER FALL SEMESTER

230. WATER SAFETY INSTRUCTION (W.S.I.) SWIMMING - This course is an intensive theory and method course which deals with swimming. It includes not only teaching methods but biomechanics of swimming, development of swimming skills, information on pool management and fifteen hours of observation and teaching of

Physical Education and Recreation

swimming. Same as Physical Education 230.

TWO HOURS

PARKER, STAFF

SPRING SEMESTER

250. COMMUNITY RECREATION - PROGRAMS AND ACTIVITIES - A course designed to serve as an introduction to the recreational field. A prerequisite for other courses in the recreation curriculum. The role and scope of recreation and leisure in the American culture will be explored in examination of the following areas: 1) the role of recreation in America, 2) the sources and settings of recreational services, 3) the recreation profession, and 4) the recreation program.

THREE HOURS

DeVETTE

FALL SEMESTER

299. INTERSHIPS IN RECREATION - Designed for first hand experiences in recreation and community camp programs. Contracts will be signed between the student and the staff member who coordinates the program. A three hour contract will include classroom type discussion including a variety of reading materials, role playing, films and additional orientation experience. A paper summarizing some aspect of the experience may also be a requirement of the course. Other possibilities are also available in community recreation work or urban semester programs. For Total of Six Hours.

THREE HOURS - may be chosen twice for the Recreation Major or Minor

STAFF

ANY SEMESTER

340. TRAINING AND PERSONAL HEALTH CARE FOR ATHLETIC PARTICIPANTS - The principles of exercise physiology as they relate to athletic participants. Attention is also given to the care and prevention of injuries sustained in athletic competition. Same as Physical Education 340.

THREE HOURS

GREEN

FALL SEMESTER

345. TEACHING PHYSICAL EDUCATION AND RECREATION IN THE ELEMENTARY SCHOOL - This course is designed to acquaint the classroom teacher with the total program of physical education and recreation in the elementary school. Special emphasis is given to the theoretical basis for physical education and the mastery of elementary skills. For non-physical education majors only. Same as Physical Education 345.

TWO HOURS

PARKER

SPRING SEMESTER

350. ADAPTED AND THERAPEUTIC PHYSICAL EDUCATION AND RECREATION - The course is designed to help teachers with limited background in medical and technical aspects of medical rehabilitation to help the atypical person achieve maximum physical development. Same as Physical Education 350. Alternate years, 1977-78.

THREE HOURS

VAN WIEREN

SPRING SEMESTER

361. SPORTS SOCIOLOGY - An examination of the scope and impact of sport in the twentieth century. Special attention will be focused on sport and social processes such as the influence of sport on mobility, stratification, and socialization. Emphasis will also be given to contemporary problems in sport and a look into the future of sport for man. Same as Physical Education 361. Alternate years, 1976-77.

THREE HOURS

VANDERBILT

FALL SEMESTER

365. URBAN RECREATIONAL ADMINISTRATION AND SOCIOLOGICAL CONSIDERATIONS - A unique approach to the study of the administrative dimensions of recreation in the urban setting, with special emphasis on the case method

Physical Education and Recreation

approach. The concept of leisure will be discussed, along with various other sociological aspects of recreation. The three phase program will be as follows: 1) On campus study of leisure and utilization of the case method approach to administrative problems, 2) At Cran-Hill Ranch in depth discussions, reports, taped lectures, personal reflection, and appropriate films should assist the preparation of the student for the city visit, 3) In the city of Chicago - visits and discussions with recreational leaders in the suburban areas and the inner city with primary focus on the contrast in recreational opportunity in the suburbs and inner city.

THREE HOURS

VANDERBILT ANY SEMESTER

375. THEORETICAL AND PRACTICAL ASPECTS OF WILDERNESS SKILLS PROGRAMS - The theory and practice of basic wilderness skills for the development of leadership in outdoor recreational experiences within our society. To acquaint the student with the knowledge and application of Emergency First Aid, personal safety, and the ecological impact of outdoor recreational participation.

THREE HOURS

STAFF SPRING SEMESTER

381. METHODS AND BIOMECHANICS OF ELEMENTARY MOTOR SKILLS - This course is designed to help the student gain competence in the teaching methodology, biomechanical analysis, and performance of motor skills commonly found in elementary physical education and recreation programs. Three lectures and two two-hour laboratories a week. Same as Physical Education 381.

FOUR HOURS

VAN WIEREN FALL SEMESTER

382. METHODS AND BIOMECHANICS OF ADVANCED MOTOR SKILLS - The purpose of this course is threefold: 1) to explore human movement patterns as they relate to advanced sports' skills 2) to discuss and practice the techniques and strategy of many activities, and 3) to learn how to teach these activities in the most effective manner. Three lectures and two two-hour laboratories a week. Same as Physical Education 382.

FOUR HOURS

KRAFT, STAFF SPRING SEMESTER

490. INDEPENDENT STUDY - This course provides opportunity for the pursuit of an independent research study or in depth reading in a specific area of interest. Prerequisite: Senior Status. Same as Physical Education 490.

ONE, TWO or THREE HOURS

STAFF BOTH SEMESTERS

495. SEMINAR FOR MAJORS IN RECREATION - A course intended to provide a meaningful exchange of ideas on contemporary issues in recreation. A final synthesis provided through theoretical discussions and possible research experiences.

THREE HOURS

STAFF BOTH SEMESTERS

PHYSICS

MR. VAN PUTTEN, CHAIRMAN; MR. BROCKMEIER, MR. FRISSEL, MR. HICHWA, MR. MARKER, MR. TOEVS, MR. VAN WYLEN.

The Physics Department offers a comprehensive program for those desiring a career in physics or allied natural sciences. The physics course structure allows each student to tailor his program to his main interests. Opportunities for research participation are available to all physics students at all class levels during both the academic year and the summer. Students are presently engaged in:

- X-ray analysis of trace elements in environmental samples.
- computer analysis of experimental data.
- design and fabrication of electronic circuits to process data.
- simulation of and analysis of stellar nuclear reactions.
- experimental studies of nuclear reactions
- microcomputer control of experimental systems.

The undergraduate experimental program, as listed above, centers primarily around the 2.5 million volt Van de Graaff accelerator which can accelerate both positive ions and electrons. The accelerator laboratory has a full complement of nuclear particle detectors and electronic instrumentation, and special equipment can be designed and constructed in the fully equipped metal shop and electronics laboratory. Such extensive laboratory facilities are rarely found in undergraduate colleges, and are comparable to those in the best graduate schools. Research projects in geophysics, Fourier optics, industrial research and development, and applied mathematical methods are also available. The College's Sigma 6 Computer System is used extensively by physics students at all levels. Microcomputers are available and their application to process control systems is an active area of research.

PHYSICS MAJOR

The minimum requirement of all physics majors is twenty-six hours of course work from the departmental offerings. The courses that make up the twenty-six hours should depend on the student's future plans; therefore the specific courses chosen to satisfy the physics major must have full departmental approval; this approval should be obtained at the time of application for major.

Physics students are strongly encouraged, as early as possible, to become involved in one of the research projects of the staff members. Summer stipends for such activity are often available.

- A. Students bound for graduate school in physics, astronomy or engineering, or training for an industrial position.
- For these students a physics major requires 26 hours from physics courses numbered 121 and higher. Additional requirements are Chemistry 111, 115, and 121, and Geology 115 or Biology 111. It is recommended that Chem. 111 be taken concurrently with Physics 121. In addition Math 133, 134, 270 are required, and 180 and 240 are recommended. Individual counselling with the

Physics

physics department is strongly urged so that the course pattern best meets the objectives of the student.

A major in physics provides excellent preparation for entrance to many engineering graduate schools. Hope has established pre-engineering programs with selected engineering schools - see "Pre-Engineering Students" for a description of the established programs.

B. Dual Majors

In a case of a dual major the physics courses required are those in paragraph A above. The additional mathematics and science requirements shall be established by agreement between the student and the department. Recent dual majors have included physics-math, physics-geology, physics-chemistry, and physics-philosophy.

C. Students preparing for secondary education

A physics major will require 30 hours (Certification requirement) in physics and may include Physics 111, 112, 113, and 114 providing departmental approval is obtained.

PRE-MEDICINE STUDENTS

The sequence Physics 121, 122, and 223 satisfies the entrance requirements for most medical schools. In addition Physics 241, 242 are suggested. The student should consult with the Health Professions Committee. The physics major will give strong undergraduate preparation for certain technical areas of medical research.

PRE-ENGINEERING STUDENTS

Hope offers three-two and four-one programs that lead to the BA degree from Hope, and the BS or MS degree from one of several engineering schools. These programs are detailed on page 263. Physics 121, 122, 223, and 232 are required for these programs and other physics courses are required for certain engineering areas.

COMPUTER SCIENCE

Computer science majors will find portions of the physics curriculum of unique value because of:

- 1) the close inter-relationship of the developing technologies of electronics, large scale integration, physical optics, etc. with computer design and operation,
- and 2) the high degree to which mathematical concepts are applied to the understanding of solving problems.

The computer is introduced and highly used in the freshman lab associated with the General Physics sequence PH 121, 121, 223. Also highly recommended is PH 241, 242 in digital and analog electronics and PH 232 for applied mathematical methods. In addition Ph 331, Process control, provides experience in using micro-computer systems to control processes and experiments.

Non Science Major Oriented Courses

111. INTRODUCTION TO PHYSICS - This is a laboratory course for non-science majors. Included, in their historical setting, are such laws of universal significance as conservation of energy and momentum, and gravitation. The phenomena of light and sound as they are related to the student's experiences are presented. A

Physics

discussion of astronomy and a brief description of Einstein's special theory of relativity are given.

FOUR HOURS

HICHWA FALL SEMESTER

112. MAN AND INVISIBLE WORLD - This is a non-laboratory course that considers the world beyond the reach of the microscope. Considered are the molecule, the atom, the nucleus, and the elementary particles, along with the philosophical implications of their description. Discussed are the concepts, ideas and symmetries of nature evident in these building blocks of nature such as quantum mechanics and the uncertainty principle. Associated technology such as power generation will be considered. The social and philosophical implications of science in society is a continual theme of the course. No prerequisites.

TWO HOURS

STAFF SPRING SEMESTER

113. ASTRONOMY - A survey of the physical universe; what we know and how we know it. Opportunities for observational work are included. No prerequisites.

TWO HOURS

BROCKMEIER SPRING SEMESTER

114. PHYSICS OF SOUND AND MUSIC - Everyday sound and musical phenomena provide a natural, intuitive introduction to general physical principles which are then used to assess more complex sound phenomena on a physical basis. This pattern is the fundamental method of physical science. The study of common musical instruments and electronic synthesis systems is included. No prerequisites.

TWO HOURS

TOEVS SPRING SEMESTER

116. PHYSICS THROUGH SCIENCE FICTION - This course directed toward non-science majors, uses settings from science fiction to provide the bases for discussions of concepts and machinery of contemporary physics and the limits of technology. Topics will include the character of space and time, theories of cosmology (physical origin of the universe), astronomical principles and methods, implications of quantum mechanics and thermodynamics, and the role of the computer in technically-oriented society. No prerequisites.

TWO HOURS

TOEVS SPRING SEMESTER

245. PHYSICS AND BIOLOGY FOR ELEMENTARY TEACHERS - A course designed to introduce the prospective elementary school teacher to concepts of biology and physics. Topics include scientific method, descriptive astronomy, mechanics, electricity and magnetism and a survey of plant and animal biology. This course is open only to prospective elementary education teachers and they are expected to fulfill their college science requirement with this course unless excused by the chairman of the Education Department. Same as Biology 245. Lecture 5 hours per week including 1 hour of laboratory. Prerequisites: None.

FIVE HOURS

STAFF FALL SEMESTER

Science Major Oriented Courses

121. GENERAL PHYSICS - A study of main concepts of motion, of classical and quantum mechanical conservation principles related to energy, momentum, and charge, and of those concepts involved in wave phenomena. Those intending to follow with Physics 122 should take Math 121 or 133 concurrently with Physics 121.

TWO HOURS

STAFF FALL SEMESTER

Physics

122. GENERAL PHYSICS - Application of energy and momentum conservation to electrostatics, mechanics, and rotational motion; introduction to relativity, and application of differential equations to analysis of oscillatory and transitory systems. Recitation three hours; laboratory three hours per week. Prerequisite: Physics 121, and Math 133.

FOUR HOURS

STAFF SPRING SEMESTER

223. GENERAL PHYSICS - Including geometrical and physical optics, and other wave phenomena; introductions to thermodynamics, statistical physics and sound. Recitation three hours; laboratory three hours per week. Prerequisite: Physics 122. (Providing the student is currently enrolled in Physics 241, the student may elect to take this course without the laboratory and for 3 hours credit.)

FOUR HOURS

STAFF FALL SEMESTER

191. GENERAL PHYSICS (HONORS) - This course is an alternate option to Physics 121 designed for students who, on the basis of interest in physics and science as a profession, background and experience, can benefit from a more in depth approach. By permission of the department.

TWO HOURS

STAFF FALL SEMESTER

192. GENERAL PHYSICS (HONORS) - An alternate option to Physics 122, and a continuation of Physics 191. Same laboratory as for Physics 223. By permission of the department.

FOUR HOURS

STAFF SPRING SEMESTER

293. GENERAL PHYSICS (HONORS) - An alternate option to Physics 223 and a continuation of Physics 192. Same laboratory as for Physics 223 (Providing the student is concurrently enrolled in Physics 241, the student may elect to take this course without the laboratory and for 3 hours credit). By permission of the department.

FOUR HOURS

STAFF FALL SEMESTER

232. INTRODUCTION TO THEORETICAL PHYSICS - A concentrated study in areas of vector calculus, special relativity, complex variable description, Fourier analysis, the wave equation, wave propagation and applied mathematical methods. This course is a prerequisite to most higher level courses. Prerequisite: Physics 223, and Math 270 concurrently.

THREE HOURS

FRISSEL SPRING SEMESTER

241. ELECTRONICS - Circuit components, complex impedances, characteristics of semiconductors, methods of circuit analysis, and application of integrated circuits to logic circuits. Lab, three hours. Prerequisite: Phys. 112 or Phys. 192 or permission of instructor.

THREE HOURS

VAN PUTTEN FALL SEMESTER

242. ELECTRONICS - (Continuation of 241) - Application of electronic devices to special circuits for scientific instrumentation. Includes digital and analog systems. Lab. three hours.

THREE HOURS

VAN PUTTEN SPRING SEMESTER

288. MODELING AND OPTIMIZATION OF COMPLEX SYSTEMS - (Same as Comp. Sci. 288) - A computer-oriented course dealing with the modeling and optimization of complex systems. Examples will be taken from many disciplines, with

Physics

emphasis in the physical sciences. Areas covered are modeling of continuous systems, modeling of discrete systems, optimization techniques, Monte Carlo techniques and an introduction to statistical modeling. Prerequisites: Math 131 or 133, a course in the physical sciences using calculus, and a working knowledge of FORTRAN. Alternate years, 1976-77.

THREE HOURS

STAFF SPRING SEMESTER

290. INDEPENDENT STUDIES - With departmental approval a freshman or sophomore may engage in independent studies at a level appropriate to his ability and class standing, in order to enhance his understanding of physics. A student may enroll each semester.

ONE or TWO HOURS

STAFF BOTH SEMESTERS

295. STUDIES IN PHYSICS - A lecture or seminar in an area of special interest or experience. Department chairman's approval required.

TWO or THREE HOURS

STAFF ANY SEMESTER

331. EXPERIMENT AND PROCESS CONTROL (Same as Computer Science 331) - The control of experiments and processes using microcomputers is taught. The theory of continuous and discrete sampling methods of control is studied. Microcomputers are programmed to illustrate the problems of control, data manipulation, and data analysis. The laboratory provides experience in building and using microprocessor systems to control process and experiments. Lecture 2 hours per week; laboratory 3 hours per week. Prerequisites: Physics 242, Math 270, Computer Science 180 or equivalent. 1 year of laboratory course designed for science students other than Electronics 241, 242.

THREE HOURS

VAN PUTTEN FALL SEMESTER

342. ELECTRICITY AND MAGNETISM - A course in classical electromagnetism with the development and application of Maxwell's equations as the central focus. Topics include electromagnetic fields, boundary value problems, dielectric and magnetic materials, radiation, energy and momentum of the electromagnetic field, and wave guides. Prerequisite: Phys. 232 and Math 270.

FOUR HOURS

STAFF SPRING SEMESTER

352. PHYSICS OF THE OPTICAL DOMAIN - A course primarily concerned with the optical portion of the electromagnetic spectrum. Topics considered are geometrical optics, optical devices, polarization, diffraction and interference, interferometry, Fourier optics, holography and optical properties of materials. Prerequisite: Phys. 232. Alternate years.

THREE HOURS

FRISSEL SPRING SEMESTER

361. ANALYTICAL MECHANICS - A study in Newtonian mechanics, potential description, oscillatory motion, Lagrangian and Hamiltonian dynamics, normal modes, and perturbation methods. Prerequisite: Physics 232.

FOUR HOURS

STAFF FALL SEMESTER

362. STATES OF MATTER - The prominent states of matter are examined from classical and quantum mechanical points of view. The effects of Bose-Einstein and Fermi-Dirac statistics are detailed in gases, liquids, and solids. Models of ordering in liquids and phase changes are discussed. Applications are made to such systems as plasmas, electron gases in metals, semiconductors, superconductors, superfluids and condensed nuclear matter. Methods of calculating the approximate be-

Physics

havior of matter under various conditions will be emphasized. Prerequisite: Physics 232. Alternate years.

THREE HOURS

HICHWA FALL SEMESTER

371. PHYSICS OF ATOMS, NUCLEI, AND PARTICLES - Beginning with the physical dilemmas that preceded the quantum revolution, this course will emphasize the basic concepts and experimental techniques of contemporary physics that are used to investigate the physical world. Specific topics will include interactions of photons and charged particles with matter, atomic physics, methods of particle acceleration and detection, and nuclear physics. Prerequisite: Physics 232.

THREE HOURS

TOEVS FALL SEMESTER

372. QUANTUM THEORY - A study of the mathematical foundation of quantum theory. Topics include Hilbert space, properties of quantum mechanical operators; equation of motion for state vectors, alternative representations; solution of the Schrodinger equation for one dimensional and spherically symmetric systems; angular momentum; approximation methods; and the preparation of states and measurement of observables. Prerequisite: Physics 371.

FOUR HOURS

HICHWA SPRING SEMESTER

381. ADVANCED LABORATORY - The laboratory experiments are chosen, in consultation with the instructor, from the fields of electricity and magnetism, optics, and atomic and nuclear physics. Laboratory, four hours. Prerequisite: Physics 232. Required of physics major.

ONE HOUR

TOEVS FALL SEMESTER

382. CONTINUATION OF ADVANCED LABORATORY 381 - Required of physics majors. Prerequisite: Physics 381.

ONE HOUR

TOEVS SPRING SEMESTER

490. INDEPENDENT STUDY - With departmental approval a junior or senior may engage in independent studies at a level appropriate to his ability and class standing, in order to enhance his understanding of physics. A student may enroll in each semester.

ONE or TWO HOURS

STAFF BOTH SEMESTERS

495. ADVANCED STUDIES IN PHYSICS - A lecture or seminar in an area of special interest or experience. Department chairman's approval required.

TWO or THREE HOURS

STAFF ANY SEMESTER

POLITICAL SCIENCE

MR. ZOETWEY, CHAIRMAN; MR. ELDER, MR. HOEKSEMA, MR. HOLMES. Assisting Faculty: MR. DE BORST.

The academic program of the Department of Political Science seeks to provide the student with a systematic understanding of government, political behavior, and political institutions in the local, state, national and international areas. To accomplish this goal, students majoring in political science take such courses as "History of Political Theory," "Comparative Government," "American Political Parties," and "International Law." In addition to these theoretical courses, students enroll for academic credit in departmental programs which give the student a first-hand encounter with political processes both at home and abroad. For example, they work in political campaigns, intern in local and county governments, observe national presidential conventions, and work as a Congressional aide. All political science majors have the opportunity to apply for the Washington Semester Program. This program enables students to enroll in seminars with key political and administrative officials in the national government.

In addition to courses, students majoring in political science have engaged in a wide variety of activities which include:

- organizing a local Holland precinct
- sponsoring a model United Nations for local area high schools
- meeting with prominent campus visitors, such as Senator Mark Hatfield
- organizing a "get-out-to-vote" campaign among college students over the "age of majority"

Graduates of the Department of Political Science have pursued such satisfying careers as:

- a member of the United States House of Representatives
- an assistant to the President's Press Secretary
- a foreign service officer in Southeast Asia
- a professor of International Relations at a major American University
- a senior partner in a nationally prominent law firm
- a juvenile rehabilitation officer
- an administrator of a hospital in New York state
- an insurance agent in the state of Maine
- a budget analyst in Fairfax County, Virginia
- a campaign management specialist with his own consulting firm

SOCIAL SCIENCE REQUIREMENT: Students who want to fulfill the college social science requirement should take Political Science 101.

GENERAL PROGRAM FOR MAJORS: The program for majors, consisting of not less than twenty-five hours in the department, is designed to provide an excellent background and training for the student who wishes to prepare for secondary-level teaching, government service, law school, or graduate work in political science. Students who take appropriate electives in other disciplines may also prepare for eventual careers in journalism, public relations, industry, small business, personnel administration, as well as other facets of human relations. To assure a good balance

Political Science

of course work each student major will be required to enroll in 101, 121 or 212, 251, 261 or 262, 341 and 495. Each major is strongly urged to take Economics 201 and to fulfill his college mathematics requirement by taking an introductory computer science course or Math 210 (Statistics).

SPECIAL PROGRAM IN FOREIGN AREAS STUDIES: A political science major may choose to concentrate on foreign areas studies in which case he will complete an individually tailored thirty-one hour study program formulated in conjunction with his advisor. This study program would include an appropriate balance of subnational, national, and international level political science courses and must be approved by the Political Science department. Political Science 101 is required. Programs will vary according to geographic areas and interested students should see the following faculty members who serve as program advisors: Dr. Elder, Dr. Hoeksema, and Dr. Holmes. For most of these area programs, up to six of the thirty-one hour requirement may be taken outside the Political Science department. Students who meet the International Education Committee's requirements for study abroad may include a year of study in the area itself through programs such as those sponsored by the GLCA or IES.

101. NATIONAL GOVERNMENT - A study of the national government from its origins (including the formation and development of the Constitution) through its development to the present. Varying approaches to teaching this course are used by the staff, though the discussion-lecture format is a common approach for all. Simulations (Holmes), foreign policy emphases (Holmes, Hoeksema), theoretical foundations for U.S. political and social institutions (Elder), historical, institutional, and practical politics emphases (Zoetewey, Hoeksema) are among the special approaches and interests of the staff.

THREE HOURS

STAFF BOTH SEMESTERS

121. STATE AND LOCAL GOVERNMENT - Procedures of government at the state and local level are studied with an emphasis on the functional approach. Prerequisite: Political Science 101. Students who are interested in pursuing a career in state and local government should also take Political Science 235 (Public Administration) and Political Science 391 (Internship in Local Government or possibly state government). Not offered fall semester 1976-77.

THREE HOURS

ZOETEWAY FALL SEMESTER

211. AMERICAN POLITICAL PARTY DEVELOPMENT - This course will trace the origin and growth of our political parties, major and minor from the late 18th century to the present. Prerequisite: Political Science 101 or permission of the instructor.

THREE HOURS

ZOETEWAY FALL SEMESTER

212. PARTIES, PRESSURE GROUPS AND ELECTIONS - This course will involve a study of the organization and functions of contemporary political institutions such as parties, pressure groups and the nominating and electoral processes. Prerequisite: Political Science 101.

THREE HOURS

ZOETEWAY SPRING SEMESTER

235. PUBLIC ADMINISTRATION AND POLICY - The underlying principles of public policy and government management at the federal, state and local levels. Prerequisite: Political Science 101. Students who are interested in a career in government should also take Political Science 391 (Internship - in Federal Vocations, Local Government, or possibly in state government).

THREE HOURS

ELDER, HOLMES FALL SEMESTER

Political Science

251. INTERNATIONAL RELATIONS - An introduction to, and an examination of the major problems confronting the peoples and nations of the modern world. Prerequisite: One semester of college work.

THREE HOURS

HOLMES FALL SEMESTER

261. COMPARATIVE GOVERNMENT - A study of the major types and forms of governments of Europe. Prerequisite: one semester of college work.

THREE HOURS

HOEKSEMA SPRING SEMESTER

262. INTRODUCTION TO THE POLITICS AND INTERNATIONAL RELATIONS OF LATIN AMERICA - A political survey of the nations of Latin America and their relations with the outside world. Special attention is given to the role of the military in these countries. Prerequisite: Sophomore standing. Not offered 1976-77.

THREE HOURS

HOLMES SPRING SEMESTER

270. INTRODUCTION TO CULTURE AND POLITICS OF INDIAN SUBCONTINENT - Considerable emphasis will be placed on the effects which religion, social structure and history can have on the nature of the functions performed by the political institutions of a society. Major emphasis will be on the social and political institutions of India, Pakistan, and Bangladesh. Prerequisite: One semester of college work. Not offered 1976-77.

THREE HOURS

ELDER SPRING SEMESTER

272. INTERNATIONAL RELATIONS OF SOUTHEAST ASIA - A geographical, cultural, historical and political study of the countries of Southeast Asia from 1945 to the present time. Not offered 1976-77.

THREE HOURS

HOEKSEMA FALL SEMESTER

295. STUDIES IN POLITICAL SCIENCE - This course allows a student to take a course 1) that would have a particular relevance at a particular time, 2) that would arouse and attract student interest, and 3) that would allow professors to develop areas within or related to their academic training. Courses that have been or could be offered include Middle East Politics, Civil Rights, Race Relations, Political Modernization, Far East Politics, Urban Government and Politics, Soviet-American Relations, Political Violence, and Political Economy. Prerequisite: one semester of college work.

THREE HOURS

STAFF BOTH SEMESTERS

331. LEGISLATIVE PROCESS - The organization and operations of Congress and the role of the Executive and Administrative agencies in the process of law making. Major issues before Congress will be studied in some detail. Prerequisite: Political Science 101.

THREE HOURS

ZOETWEY SPRING SEMESTER

339. AMERICAN CONSTITUTIONAL LAW - Principles of the American Constitution; separation of powers, federalism, the power of the national and state government, and limitations on the exercise of those powers. Prerequisite: Political Science 101. Open to qualified sophomores.

THREE HOURS

DE BORST SPRING SEMESTER

341. HISTORY OF POLITICAL AND SOCIAL THEORY - The objective of the course is two-fold: 1) to consider some of the basic problems of political philosophy, and 2) to indicate how they grew out of an attempt on the part of man to

Political Science

discover his purpose and the nature of his social organization. Open to qualified sophomores.

FOUR HOURS

ELDER FALL SEMESTER

346. AMERICAN POLITICAL AND SOCIAL THOUGHT - This course analyzes and interprets fundamental political ideas in terms of their origins, assumptions and developments. Prerequisite: Political Science 101. Open to qualified sophomores.

THREE HOURS

ELDER SPRING SEMESTER

352. INTERNATIONAL LAW, ORGANIZATION, AND SYSTEMS - Survey of present and possible future international procedures and systems for resolving problems arising from relations between nation states. Political Science 251 recommended but not required as prerequisite. Open to qualified sophomores.

FOUR HOURS

HOEKSEMA SPRING SEMESTER

378. AMERICAN FOREIGN POLICY - American foreign policy is examined in global terms with emphasis on alternating political moods of the public, processes by which policy is formulated and executed, its current substance, and challenges of international politics. Open to qualified sophomores.

THREE HOURS

HOLMES FALL SEMESTER

391. INTERNSHIP PROGRAM - A field experience in government at the local, state or national level, or with a political party organization. The student will work in a governmental or political office for a minimum period of time and, under the direction of a staff member, prepare a paper related in some manner with his field experience. Prerequisite: Junior Standing or consent of the Chairman.

ONE to FOUR HOURS

STAFF BOTH SEMESTERS

392A. WASHINGTON SEMESTER INTERNSHIP IN CONGRESS.

392B. WASHINGTON SEMESTER INTERNSHIP WITH POLITICAL INTEREST GROUPS.

393A. WASHINGTON SEMESTER INTERNSHIP IN AMERICAN FOREIGN POLICY.

393B. WASHINGTON SEMESTER INTERNSHIP IN PUBLIC ADMINISTRATION.

These four internships are offered under the Washington Semester Program (see Political Science 496). During the first half of the semester students will be interning in a congressional office or with an interest group. During the last half of the semester, the student will intern in an executive branch agency. Internees will prepare a term paper for each internship on a topic related to the internship experience.

EIGHT HOURS

HOLMES SPRING SEMESTER

490. INDEPENDENT STUDIES - Independent research of an advanced nature under the supervision of a designated staff member, culminating in the preparation of an extensive research paper. Prerequisite: Senior standing and consent of the department chairman.

THREE HOURS

STAFF BOTH SEMESTERS

Political Science

491. READINGS - Independent reading of assigned works of an advanced nature under the supervision of a designated staff member. Prerequisite: Senior standing and consent of the department chairman.

ONE to THREE HOURS

STAFF BOTH SEMESTERS

495. SEMINAR - This course will provide instruction in bibliography and research methods, followed by individual research projects in some field of politics and the preparation of the research paper. Seminars scheduled for 1976-77 will study Presidential elections (Fall Semester) and Political Modernization (Spring). Prerequisites: Not less than six hours in Political Science, Junior standing, and permission of instructor.

THREE HOURS

ZOETEWY, ELDER BOTH SEMESTERS

496. WASHINGTON SEMESTER PROGRAM - This program enables superior students from all disciplines to study in Washington, D.C. and to apply knowledge of their area as it relates to government and politics. Select junior and senior students will take a seminar on American government and politics (Political Science 496, 8 hours credit), participate in group interviews with Congressmen and legislative staff, executives, lobbyists, political party officials, and journalists, intern for two seven-week periods in Congress (Political Science 392A, 4 hours credit), the executive branch (Political Science 393A or B, 4 hours credit), or with political interest groups (Political Science 392B, 4 hours credit), and prepare extensive research papers based upon their semester's work.

EIGHT HOURS

HOLMES SPRING SEMESTER

PSYCHOLOGY

MR. BEACH, CHAIRMAN; MR. BROWN, MRS. DICKIE, MR. HARRISON, MR. MOTIFF, MR. MYERS, MR. SHAUGHNESSY, MR. VAN EYL. Assisting Faculty: MR. VANDER WOUDE, MR. BOLT

The Department of Psychology aims to provide its students with a strong base in the methodology and fundamental concepts of psychology in order to prepare them to enjoy the study of behavior or to pursue graduate study or practical applications of psychology. It is the department's philosophy that the best preparation for the future comes through acquiring the intellectual tools that will enable the student to be a problem solver, to change and grow as old techniques and vocational specialties become obsolete and new approaches become available.

The department also offers students opportunities to witness and experience psychological principles and thereby to shape their personal visions for the future. Almost half of the department's courses offer the opportunity for laboratory experience.

The department's exceptional new facilities include a faculty-student lounge, an eight room laboratory for observing children and small groups, 40 additional rooms for laboratory instruction and research with humans and animals (monkeys, rats, mice, fish), and innovative classroom facilities. Many students collaborate with faculty in research in much the same way that graduate students do in large universities. In 1972, Hope was one of 19 colleges and universities to receive a National Science Foundation grant for summer research by psychology students and in 1973 a team of six Hope students received a National Science Foundation grant to support their summer research project on mental retardation. In the Spring semester of 1974, 35 psychology students were involved in independent study - learning psychology by doing psychology.

The Psychology-Sociology Composite Major is designed specifically for students who plan to enter the "helping professions," such as social work. This program utilizes the greater Holland community and its social agencies as a laboratory for learning.

Graduates of the Department of Psychology are now pursuing interesting careers, such as:

- teacher of Organizational Psychology at Yale University
- senior partner in an Eastern law firm
- pastor of a Reformed Church in America congregation in the Midwest
- administrative assistant to a United States Senator
- career officer in the United States Navy
- personnel manager for a national photography-chemical firm
- human engineer for a national computer firm
- director of a social agency in Western Michigan

Although employment opportunities are increasing for the person holding only the bachelor's degree in psychology, a master's or doctoral degree is still considered essential for doing professional work in the field. Consequently, the student who aims to work as a psychologist should plan on graduate study, preferably study leading to the Ph.D degree.

Psychology

Due to the variety of interests and goals of students wishing to major in psychology and to the variety of directions one may take within the field of psychology, flexibility is provided in the major requirements.

MAJOR REQUIREMENTS: The minimum requirements of all psychology majors are 24 hours of psychology credit including General Experimental Psychology (200) and two hours credit in in-depth study in either a Topical Seminar (495) or independent study (490). In addition, one course to be selected from among 310, 320, 340 or 350 and one from among 230, 260, or 300 are required. Since these are core courses, the department strongly recommends that at least one other course be sampled from each of these divisions. Statistics (Math 210) is also required. Since behavior is rooted in the organism's biology, course work in animal biology (Biology 102 or 112, Heredity, Human Ecology) is strongly recommended. Also strongly recommended are other courses in computer science, biology, math, philosophy, sociology and communications.

General Experimental Psychology should be completed by the end of the sophomore year. Psych 290, 295, 490 and 495 may be repeated for additional credit and up to four hours of combined credit may be applied to the psychology major requirements.

A "Psychology Department Handbook" is available for students desiring more detailed information regarding the department, opportunities in psychology and related fields, and other psychology facilities, activities, programs and opportunities at Hope.

100. INTRODUCTION TO PSYCHOLOGY - An introduction to the study of behavior. Psych 100 or Psych 200 is a prerequisite for all other psychology courses except 210, and 211.

THREE HOURS

STAFF BOTH SEMESTERS

200. GENERAL EXPERIMENTAL PSYCHOLOGY - A beginning study of experimental and research methodology in contemporary psychology. Specific topics from the areas of learning, perception, motivation, developmental, personality, and social psychology are employed to teach the student basic concepts and methods of observation, measurement, hypothesis formation, experimental design, data collecting, data analysis, and generalization.

FOUR HOURS

MOTIFF, VAN EYL, SHAUGHNESSY BOTH SEMESTERS

210. ANIMAL BEHAVIOR: THEORY AND RESEARCH - An introduction to psychological, ethological and ecological approaches to animal behavior. Emphasis is on animals as models for complex processes and as exhibitors of intrinsically interesting behavior. Prerequisite: Psych. 100 or Biol. 102 or Biol. 112.

TWO HOURS

MOTIFF

211. ANIMAL BEHAVIOR LABORATORY - A laboratory course in animal behavior usually to be taken concurrently with Psych. 210. The laboratory stresses contemporary techniques in animal behavior. Two two-hour laboratory periods. Prerequisite: Psych. 100 or Biol. 102 or Biol. 112; Co-requisite or prerequisite: Psych. 210.

TWO HOURS

MOTIFF

220. EDUCATIONAL PSYCHOLOGY - Same as Education 220. (When taken as

Psychology

psychology credit it cannot be counted toward the number of hours required for a 24 hour psychology major.)

230. DEVELOPMENTAL PSYCHOLOGY - An introduction to theories, research methods, and findings related to intellectual, emotional, perceptual, social and personality development during the life-span, with emphasis on childhood and adolescence.

THREE HOURS

DICKIE, HARRISON

BOTH SEMESTERS

231. DEVELOPMENTAL PSYCHOLOGY LAB - Weekly seminars and readings in conjunction with field research or participation. Emphasis will be on contemporary techniques in naturalistic observational studies of behavior (Harrison) or on principles and techniques in therapeutic interactions with children (Dickie). This course may be repeated once for credit. Co-requisites or prerequisites: Psychology 230 and permission of instructor.

ONE HOUR

DICKIE, HARRISON

260. INTRODUCTION TO PERSONALITY - Introduction to the study of personality with emphasis on development and dynamics.

THREE HOURS

BEACH, BROWN

BOTH SEMESTERS

270. THE EXCEPTIONAL CHILD - Same as Education 330. (When taken as psychology credit it cannot be counted toward the number of hours required for a 24 hour psychology major.)

290. SUPERVISED STUDY IN PSYCHOLOGY - Designed to give the psychology student an opportunity for first-hand learning experience in laboratory settings or in a field placement under the supervision of a faculty member. It is the student's responsibility to obtain prior approval of the project from his/her faculty supervisor. May be repeated for credit; however, no more than two hours in 290 and 295 may be applied to the 24-hour psychology major requirement. Prerequisite: Psych. 100 and permission of the instructor/supervisor.

ONE or TWO HOURS

STAFF

BOTH SEMESTERS

295. STUDIES IN PSYCHOLOGY - A lecture or seminar class in a special topic of psychology. May be repeated for credit but no more than two hours in 290 and 295 may be applied to the 24-hour psychology major requirement. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF

300. SOCIAL PSYCHOLOGY - The effect of social conditions on people's behavior and attitudes.

THREE HOURS

MYERS

BOTH SEMESTERS

310. LEARNING: THEORY AND RESEARCH - Experimental methods, research findings and contemporary theories are evaluated for problems of conditioning, learning, and memory. Prerequisite: Psych. 200.

TWO HOURS

SHAUGHNESSY

SPRING SEMESTER

311. LEARNING LABORATORY - A laboratory course in learning usually to be taken concurrently with Psych. 310. The laboratory stresses contemporary techniques and issues in animal and human learning. Two two-hour laboratory periods.

Psychology

Prerequisite: Psych. 200; Co-requisite or prerequisite: Psych. 310.

TWO HOURS

SHAUGHNESSY SPRING SEMESTER

320. PHYSIOLOGICAL PSYCHOLOGY: THEORY AND RESEARCH - An introduction to the physiological bases of behavior. Research findings and methods will be emphasized regarding the neural processes underlying brain function and behavior. Prerequisite: Psych. 200.

THREE HOURS

MOTIFF SPRING SEMESTER

321. PHYSIOLOGICAL PSYCHOLOGY LABORATORY - A laboratory course in physiological psychology usually to be taken concurrently with Psych. 320. The laboratory stresses contemporary techniques in the investigation of the physiological bases of behavior. Two two-hour laboratory periods. Prerequisite: Psych. 200; Co-requisite or prerequisite: Psych. 320.

TWO HOURS

MOTIFF SPRING SEMESTER

330. TESTS AND MEASUREMENTS - An introduction to the purposes, the construction and the interpretation of tests of psychological and educational differences and uniformities. Prerequisite: Math 210 or Math 215 and 216.

THREE HOURS

HARRISON

340. PERCEPTION: THEORY AND RESEARCH - An introduction to the sensory and perceptual processes as manifest in contemporary theory and research. Special attention is paid to vision. Prerequisite: Psych. 200.

TWO HOURS

VAN EYL FALL SEMESTER

341. PERCEPTION LABORATORY - A laboratory course concerned mostly with the methodology and techniques employed in the study of sensation and perception. Usually to be taken concurrently with Psych. 340. Two three-hour laboratory periods. Prerequisite: Psych. 200; Co-requisite or prerequisite: Psych. 340.

TWO HOURS

VAN EYL FALL SEMESTER

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350. MOTIVATION & EMOTION: THEORY AND RESEARCH - Experimental methods, research findings and contemporary theories are evaluated for homeostatic motivational problems related to hunger, thirst and sex and for non-homeostatic motivational problems such as achievement, aggression, aversion and curiosity. Central and peripheral approaches and theories to motivation and emotion are examined. Prerequisite: Psych. 200.

TWO HOURS

STAFF

351. MOTIVATION & EMOTION LABORATORY - A Laboratory course in motivation and emotion usually to be taken concurrently with Psych. 350. The laboratory stresses contemporary techniques and issues in animal and human motivation and emotion. Two three-hour laboratory periods. Prerequisite: Psych. 200; Co-requisite or prerequisite: Psych. 350.

TWO HOURS

STAFF

360. ADVANCED DEVELOPMENTAL PSYCHOLOGY - A study of the basic psychological mechanisms underlying the development of human behavior. Emphasis is placed on research literature relating to the development of perceptual, linguistic, cognitive, social and emotional processes. Prerequisites: Psych. 200, 230.

THREE HOURS

HARRISON, DICKIE

Psychology

362. METHODS OF SOCIAL RESEARCH - Same as Sociology 362. (When taken as psychology credit it cannot be counted toward the number of hours required for a 24 hour psychology major.)

370. PSYCHOLOGY OF BEHAVIOR DISORDERS - An introduction to the study of pathological behavior. Includes investigation into etiological factors, common syndromes, and a survey of therapeutic measures. Prerequisite: Psychology 260.

THREE HOURS

VANDERWOUDE, STAFF BOTH SEMESTERS

380. GROUP DYNAMICS - Systematic study of the characteristics and functions of face-to-face groups; interpersonal relationship, group forces, cohesiveness, group process, goal formation, decision-making, styles of leadership and group membership roles. Practical application of group dynamics theory is included. Analytical observations are taken of groups in action. Prerequisite: Psychology 300.

THREE HOURS

BEACH SPRING SEMESTER

410. THEORIES OF PERSONALITY AND PSYCHOTHERAPY - Representative personality theories are examined comparatively in terms of their essential concepts and propositions. Conceptual similarities and differences are explored. Implications of different theories for psychotherapy are considered. Prerequisite: Psychology 260.

THREE HOURS

BEACH, BROWN FALL SEMESTER

420. HISTORY AND SYSTEMS OF PSYCHOLOGY - The historic and systematic development of psychology. Prerequisite: Permission of instructor.

THREE HOURS

HARRISON

490. INDEPENDENT STUDY - This program affords an opportunity for the advanced student in psychology to pursue a project of his own interest beyond the regular course offerings. The project may take one of several forms: 1) library readings on a topic in psychology, 2) a supervised laboratory or research project. 3) a supervised field project combining study with appropriate work experience. To fulfill eligibility for his program the student must have a specific project in mind, a reasonable background in related course work, good independent study habits, initiative and high motivation. A request for independent study credit is made by completing a departmental application form, preferably prior to registration. This course may be repeated for credit but no more than four hours in 290, 295, 490 and 495 may be applied to the psychology major requirements.

TWO, THREE, or FOUR HOURS

STAFF BOTH SEMESTERS

495. TOPICAL SEMINAR - A student or faculty initiated and organized seminar. Students of demonstrated academic ability and maturity may initiate a seminar on a current psychological (or interdisciplinary) topic of their own choosing. Prior to scheduling of faculty commitments for the desired semester these students must approach a faculty member who, with the permission of the psychology department chairman, will act as an advisor in the planning stages and as a participant during the semester. This course may be repeated for credit, but no more than four hours in 290, 295, 490 and 495 may be applied to the psychology major requirement. Prerequisite: Permission of seminar advisor.

TWO or THREE HOURS

STAFF BOTH SEMESTERS

RELIGION

MR. VOGD, CHAIRMAN; MR. BOULTON, MR. BRUINS, MR. LEE, MR. PALMA, MR. PONSTEIN, MR. VERHEY.

The broad academic purpose of the study of religion at the college level is to understand the role of religion in human culture. To accomplish that end the Department of Religion is divided into five areas of academic investigation: Biblical studies, historical studies, philosophical-theological studies, world religions and religion in contemporary cultures. While each student majoring in religion is required to enroll in both beginning and advanced level courses in each of the five areas, many religion majors concentrate in one area and develop, thereby, a considerable expertise. Many students have found the religion major an excellent way of focusing their liberal arts education at Hope College.

Students majoring in religion participate in a wide variety of academic and service activities which include:

- assisting professors with research programs
- attending the "pacem in Terris" conference in Washington, D.C. to ponder and debate the future of American foreign policy
- enrolling in the Philadelphia or Chicago Urban Semester to investigate alternative ministries in an urban setting
- leading youth groups, both denominational and non-denominational, in area churches and performing community services.

Students majoring in religion often form a composite major with another academic discipline, such as Philosophy, Communication, Theater, Music, Foreign Languages, Sociology, and History. Each year many graduates of this department go on to graduate studies in major universities and seminaries in the country and abroad.

40 Graduates of the Department of Religion are currently leading satisfying careers such as:

- pastoring churches in this country and abroad
- serving as a top-level administrator in the policy system in a Midwest state
- teaching Biblical studies in seminaries and colleges
- serving as a theological librarian at a Midwest seminary
- directing a home for the aged in a Midwest community

RELIGION OFFERINGS FOR THE ALL-COLLEGE REQUIREMENTS

Studies in the department are an integral part of the college curriculum and six semester hours (three semester hours for Junior and Senior transferees) in Religion offerings are required for graduation. Three of these hours are to be elected from the Basic Studies in Religion. The remaining hours are to be drawn from the upper level religion courses, allowing for those exceptions where additional prerequisites are listed. For the Senior Seminar graduation requirement the following courses in the Department of Religion are elective possibilities: 331, 333, 351, 451 and 453.

RELIGION AS A MAJOR

Religion is a department within the Humanities Division presenting an area of study and research which students preparing for various professions may choose as the

Religion

focus of their liberal arts education. The Department of Religion is comprised of five disciplines: Biblical Studies, Historical Studies, Theological-Philosophical Studies, Studies in World Religions, Studies of Religion in Culture. A religion major program requires 24-30 semester hours of courses elected from the five disciplines in Religion. Courses are also required in the departments of English, Philosophy, Languages, History, Psychology and Communications. Options for religion majors include seminars for individual research and, in consultation with the department chairman, the opportunity to fulfill selected required courses through a tutorial reading program. The program has been endorsed and recommended by graduate theological seminaries for students preparing for church vocations.

Basic Studies in Religion

110. LITERATURE OF JUDAISM AND CHRISTIANITY - A study of selected portions from Biblical literature, the primary documents of the judeo-Christian tradition. The course will examine concepts in the religious tradition most basic in the Western world.

THREE HOURS

STAFF

120. BASIC CHRISTIAN THOUGHT - An inquiry into the basic tenets of Christianity dealing with God, the nature and predicament of man and human destiny. These tenets are examined in relation to their historical and contemporary contexts.

THREE HOURS

STAFF

130. PHENOMENOLOGY OF RELIGION - An analysis of categories of religious behavior, attitudes and assumptions as manifested and illustrated in world religion sources. Contemporary life is evaluated in the light of these categories.

THREE HOURS

STAFF

140. RELIGION IN SOCIETY - An examination of the role that religion plays in societies such as ancient Israel and early Christianity. The place of religion in these societies will serve as models for understanding religion in American life, past and present, with special reference to issues such as church and state, and religion and social ethics.

THREE HOURS

STAFF

24

Biblical Studies

211. GOSPEL LITERATURE - A study of the synoptic gospels and John emphasizing the ministry and thought of Jesus. Attention is given to twentieth century research in the gospels. Sophomore standing.

THREE HOURS

STAFF

212. PAULINE LITERATURE AND THOUGHT - The sources and content of the Apostle Paul's thought are treated through a study of his New Testament letters. The course also examines recent trends in Pauline research. Sophomore standing.

THREE HOURS

STAFF

311. WISDOM LITERATURE OF ISRAEL - Study of the role of the sages and their contribution to Israel's religious and intellectual life through examination of the Wisdom books of Israel. Selections from contemporary literature bearing on the perennial problems raised by the Wisdom writers are used as collateral reading. Junior standing.

THREE HOURS

STAFF

Religion

312. PROPHETIC LITERATURE OF ISRAEL - A study of the prophetic literature of Israel in its historical setting. The course examines the basis of the prophetic movement, its impact on Israel's political, social, and religious life, and its relationship to later Jewish and Christian thought. The course also examines the prophetic social concerns as they relate to contemporary social problems. Junior standing.

THREE HOURS

VOOGD

411. BIBLICAL CRITICISM AND INTERPRETATION - Course provides the student with a background in the history of biblical interpretation, the methods of critical research and recent trends in Old and New Testament criticism. Senior standing or by permission of the Instructor.

THREE HOURS

STAFF

Historical Studies

221. RISE OF CHRISTIANITY I - The rise and development of Christianity from the second century through the Reformation era. Students who intend to take both 221 and 222 should elect them in their proper sequence. Sophomore standing.

THREE HOURS

PONSTEIN

222. RISE OF CHRISTIANITY II - The history of Christianity from the Reformation era to the present day. Students who intend to take both 221 and 222 should elect them in their proper sequence. Sophomore standing.

THREE HOURS

PONSTEIN

321. RELIGION IN AMERICA - An analysis and study of the various religious movements and cults in America from colonial times to the present.

THREE HOURS

BRUINS

322. INTERTESTAMENTARY STUDIES - The history, literature and religion of the Jews from the Babylonian exile to the Advent. Includes study of the Apocryphal and Apocalyptic literature of the period.

THREE HOURS

VOOGD

421. ARCHAEOLOGY AND THE BIBLE - A study of the archaeological discoveries which cast a direct or indirect light upon the Biblical record, including an analysis of the Dead Sea Scrolls.

THREE HOURS

VOOGD

422. STUDIES IN CALVINISM - A survey of the teachings of John Calvin and the development of the Reformed tradition in Europe and North America.

THREE HOURS

BRUINS

Theological-Philosophical Studies

231. PERSPECTIVES ON CHRIST - A study of representative views and images of Christ. Conceptions to be covered stem from a number of perspectives: theological, historical, psychological, etc. Attention is also given to images of Christ expressed in culture including music, painting and literature. Prerequisite: One course in "Basic Studies in Religion."

THREE HOURS

PALMA

331. PHILOSOPHY OF RELIGION - Inquiry into the nature and functions of religion in various cultures; the logic or religious belief; the nature of religious discourse; the relations between religious world-views and their alternatives. Same as Philosophy 331. Junior standing.

THREE HOURS

PALMA

Religion

333. EXISTENCE AND FAITH - A systematic inquiry into the Christian interpretation of human existence through a critical analysis and evaluation of such non-Christian existentialists as Sartre, Camus and Heidegger and such Christian theologians as Calvin, Kierkegaard, Niebuhr and Tillich. Prerequisite: One course in "Basic Studies in Religion".

LEE

335. CONCEPTIONS OF GOD - A typological study of various theological and philosophical conceptions of God and their implications for such problems as the meaning of evil, freedom of the will, and man's knowledge of God. The Biblical conception of God will be analyzed and then compared to the conceptions of God in various theologians (e.g. Augustine, Aquinas, Calvin, Edwards, Barth, Tillich and Niebuhr) and philosophers (e.g. Plato, Aristotle, Eckhart, Hegel, Whitehead and Hartshorne).

LEE

Studies In World Religions

242. NEAR EASTERN RELIGIONS - An introduction to the major religions of Mesopotamia, Egypt, Palestine, Arabia, Greece and Rome. Sophomore standing.
THREE HOURS

VOOGD

341. ASIAN RELIGIONS I - A study and analysis of the major religions of India. Junior standing.
THREE HOURS

VOOGD, LEE

342. ASIAN RELIGIONS II - A study and analysis of the major religions of China, Japan and Southeast Asia. Junior standing.
THREE HOURS

LEE

Religion in Culture

351. CHRISTIAN ETHICS - A systematic inquiry into representative theories of human perfectability, of the individual and of society as a whole, concentrating upon those theories which have arisen within the context of the Judaeo-Christian tradition. Junior standing.
THREE HOURS

BOULTON

352. CHRISTIAN EDUCATION - An examination of current trends in Christian education in reference to theory, methods, and curricula in Christian education for the local church. Junior standing.
THREE HOURS

BRUINS

451. RELIGION AND PSYCHOLOGY - An examination of basic components of human experience and behavior that are common to both religion and psychology. An analysis of the ways in which the disciplines of religion and psychology can assist one another. Prerequisite: one "Basic Studies in Religion" and Psychology 100.
THREE HOURS

PALMA, BOULTON

452. RELIGION AS A SOCIAL INSTITUTION - A study and analysis of the interaction and interpenetration of the disciplines of religion and sociology. Prerequisite: One "Basic Studies in Religion" and Sociology 101.
THREE HOURS

BOULTON

Religion

453. CHRISTIANITY AND CONTEMPORARY AMERICAN CULTURE - An examination of the major tenets of the Christian faith and the various ways in which the Christian faith interacts with major phenomena in contemporary American culture such as technology, the arts, politics and social morality.

STAFF

Seminar and Independent Study

295. STUDIES IN RELIGION - A lecture or seminar class on a selected topic from one of the five disciplines of the department. Prerequisite: one course in "Basic Studies in Religion" and sophomore standing.

THREE HOURS

STAFF

490. INDEPENDENT STUDIES - A program providing an opportunity for the advanced student to pursue a project of his own interest beyond the catalog offerings. Course can be based upon readings, creative research and/or field projects. Permission of department chairman required.

ONE, TWO or THREE HOURS

STAFF

495. SEMINAR - In depth studies in any of the five disciplines of the department to develop the student's capabilities for individual research and use of primary sources. For religion majors only or by permission of instructor.

THREE HOURS

STAFF

SENIOR SEMINAR

The Hope College Catalogue introduces the college as an institution where life is regarded as God's trust to man. In this context students are helped to discover their individual abilities, and to develop as competent, creative, and compassionate human beings, devoted to serving God in all areas of life. From these aims the Senior Seminar's core requirement was developed.

Through personal assessment of one's education and life view, the Senior Seminar is intended to serve as the capstone to an education at Hope College. The Seminars are designed to help the student 1) consider how the Christian faith can inform a philosophy for living, 2) articulate his philosophy for living in a coherent, disciplined, yet personal way, 3) provide an opportunity to understand secular contemporary values in Christian perspective.

Senior Seminars are three hour courses offered both semesters. Students may elect from the following courses to fulfill the requirement. Courses should be taken by second-semester juniors and seniors unless by special permission.

331. PHILOSOPHY OF RELIGION - Inquiry into the nature and functions of religion in various cultures; the logic or religious belief; the nature of religious discourse; the relations between religious world-views and their alternatives. Same as Philosophy 331. Junior standing. Same as Religion 331.

THREE HOURS

PALMA

333. EXISTENCE AND FAITH - A systematic inquiry into the Christian interpretation of human existence through a critical analysis and evaluation of such non-Christian existentialists as Sartre, Camus and Heidegger and such Christian theologians as Calvin, Kierkegaard, Niebuhr and Tillich. Prerequisite: One course in "Basic Studies in Religion". Same as Religion 333.

LEE

351. CHRISTIAN ETHICS - A systematic inquiry into representative theories of human perfectability, of the individual and of society as a whole, concentrating upon those theories which have arisen within the context of the Judaeo-Christian tradition. Junior standing. Same as Religion 351.

THREE HOURS

BOULTON

400. RELIGION AND DRAMA - A study of Greek, medieval, and modern drama, focusing on their religious origins. The purpose of the course is to discover how man's view of himself and his world in the drama complements, corrects, or contrasts with the Christian view, and to examine the bases for a Christian drama. Students will conduct critical research and lead discussions. *May be taken to fulfill College Seniors Seminar requirement.* Same as Theatre 401.

THREE HOURS

Senior Seminar

401. CHRISTIANITY AND CONTEMPORARY CULTURE - Salient features of contemporary culture are examined in the light of the Christian New Law. What, for instance, is today's Christian to make of international materialism, the technological society, the global village, cybernetics, mass-media conditioning, behaviorism, censorship, population control, social planning, political, clerical, artistic establishments, etc.? Variant offerings confront one or more such issues in an effort to assist the student in sharpening his intellectual and spiritual capacities for responding to his commitment and to his culture's dilemmas. Representative variants: "God and Mammon," "The World, the Flesh, and The Devil," "Rage for Beauty," "The Failure of the Church?" Same as IDS 401.

THREE to FOUR HOURS

STAFF BOTH SEMESTERS

402. CHRISTIANITY AND CONTEMPORARY LITERATURE - Through an examination of a variety of literary statements - in poems, plays, films, novels, etc. - this course focuses on a major problem confronting the Christian and Christianity in the contemporary world. Representative variants: "Images of Man," "Crises and Correlations," "Man's Search for Meaning." Same as IDS 402.

THREE to FOUR HOURS

STAFF BOTH SEMESTERS

403. STUDIES IN CONFLICT AND PEACEMAKING - Building on Jesus' assertion "Blessed are the peacemakers," this course provides an occasion for the examination of the concepts and strategies from several disciplines (psychology, religion, political science, sociology, etc.) in an effort to understand the genesis and evolution of personal, social, and political conflict. Variants: "War and Peace," "The Peace Within." Same as IDS 403.

THREE to FOUR HOURS

STAFF BOTH SEMESTERS

421. SCIENCE AND HUMAN VALUES - An exploration of the ramifications of man's actions in the physical world, this course exists to heighten awareness of western man's involvement in nature, detailing the role of science and technology in creating problems and attempting solutions. Same as IDS 421.

THREE to FOUR HOURS

STAFF FALL SEMESTER

246

423. SCIENCE AND THE CHRISTIAN FAITH - Examining from historical, theological, and scientific perspectives the conflicts that have arisen between science and the Christian faith, this course proposes a resolution which attempts to integrate the discoveries of science with Holy Scripture. Anticipated problems of faith arising from such scientific concerns as the synthesis of life, genetic engineering, longevity, etc. are also examined. Same as IDS 423.

THREE HOURS

STAFF SPRING SEMESTER

437. PROBING VALUES - In the context of the crisis-ridden present, challenging as it does such traditional aspects of the American heritage as individualism, competition, equality, this course asks the student to examine his cultural assumptions from the perspective of cultures which make very different assumptions. With the help of insights from cultural anthropologists such as Mead, Kluckhohn, Sapir, Benedict, and Turnbul, the student is encouraged culturally "to see ourselves as others see us," considering his legacy from the "American way" in the light of attitudes and values of essentially non-Western societies. Same as IDS 437.

THREE to FOUR HOURS

STAFF BOTH SEMESTERS

451. RELIGION AND PSYCHOLOGY - An examination of basic components of human experience and behavior that are common to both religion and psychology. An

Senior Seminar

analysis of the ways in which the disciplines of religion and psychology can assist one another. Prerequisite: one "Basic Studies in Religion" and Psychology 100. Same as Religion 451.

THREE HOURS

PALMA, BOULTON

453. CHRISTIANITY AND CONTEMPORARY AMERICAN CULTURE - An examination of the major tenets of the Christian faith and the various ways in which the Christian faith interacts with major phenomena in contemporary American culture such as technology, the arts, politics and social morality. Same as Religion 453.

STAFF

SOCIOLOGY

MR. MC INTYRE, CHAIRMAN; MR. IAMS, MR. MULDER, MR. PIERS. Assisting Faculty: MR. OSBORN, MR. WILSON.

Sociology is defined as the scientific study of human society. This study, like other social science disciplines, is twofold: one is theoretical and the other is methodological. In the first task, the student is required to gain a thorough understanding of theoretical frameworks from which sociologists explain human society and its processes. To accomplish this end, sociology majors enroll in courses like "Perspectives of Sociology," "Urban Sociology," and "Criminology," and "Race and Ethnic Relations." To assist the students to acquire sound methodological practices and procedures, they must enroll in courses like "Methods of Social Research," "Statistics," and "Field Work Projects." In addition, many sociology students enroll in the Philadelphia Urban Semester, where they study American Urban realities first hand.

The department offers sociology majors two professional "tracks." One program prepares students who plan to enter graduate school in sociology or professional schools such as law, urban planning, ministry or college teaching. The other, in conjunction with the Department of Psychology, prepares students planning to enter the "helping professions," such as social work.

In addition to their classroom, and experimental programs, sociology students engage in a wide variety of activities which include:

- social research in community

- liaison work with the Holland Police Department

- work with the mentally and physically handicapped in local clinics and hospitals

- work in local hospitals with bilingual patients

- work on a "one to one" basis with juvenile delinquents through local courts

- work with neglected children through local agencies

- work with emotionally disturbed elementary school children through school social workers

Graduates of Hope's Sociology Department are currently leading satisfying careers such as:

- college teachers, high school teachers, or clergymen

- director of a drug clinic in Western Michigan

- teacher in a prison in Massachusetts

- supervisor in a counselling center for families

- teacher of Social Work and Psychiatry at a major university

- legal aid lawyer in Detroit, Michigan

- professional counsellor for the Girl Scouts of America

- director of programs of Special Education in Virginia

- housing director at a Midwest college

The program for a Sociology major requires a minimum of 24 hours in Sociology, plus Mathematics 210 (Introduction to Statistics). The course program must include a) Soc. 101, the basic course of the department; b) the core courses, Soc. 361

Sociology

(Perspectives in Sociology), Soc. 362 (Methods of Social Research), and Math 210 (Intro to Stat). It is strongly recommended that these courses be completed by the junior year. Psychology 300 (Social Psychology) may be elected as a part of 24 hour minimum requirement for Sociology major. Sociology 442 (Social Work Interventions), Sociology 442 (Child Welfare), and Sociology 443-446 (Social Work Field Project) may not apply to a Sociology major.

See page 89 for requirements for a Psychology-Sociology major.

101. PRINCIPLES OF SOCIOLOGY - Examination of the concepts and theories which make up the sociological perspective, the evidence which supports these theories and some ways in which the sociological perspective can aid in understanding social phenomena in the contemporary world.

THREE HOURS

BOTH SEMESTERS

102. SOCIAL PROBLEMS - Sociological analysis of selected major American social problems (such as poverty, race relations, crime, drug addiction, mental disorders) their nature, treatment and contributing factors. Viewed in the perspectives of the American social system.

THREE HOURS

BOTH SEMESTERS

151. CULTURAL ANTHROPOLOGY - The study of man as a culture-bearing animal with emphasis on the time dimension of physical and cultural development, the processes of major cultural changes and cultural variability.

THREE HOURS

BOTH SEMESTERS

231. CRIMINOLOGY - The application of psychological, sociological, and biological theory to the problem of understanding crime causation and to the problems of crime prevention and offender rehabilitation. Prerequisite: Sociology 101.

THREE HOURS

232. SOCIOLOGY OF THE FAMILY - A study of family structure in American society and cross-culturally. Theory and research study will focus on the relationship of the family to other institutional structures, trends in family life and social problems reflected on family functioning.

THREE HOURS

249

241. INTRODUCTION TO SOCIAL WELFARE - Examination of social welfare as a social institution, the history and philosophy of social work and the contribution of social work to social welfare.

THREE HOURS

242. CHILD WELFARE - Examination of the philosophy of child welfare as a specific part of social welfare and the programs and policies which perpetuate the institution. Prerequisite: Sociology 241 previously taken or currently being taken.

THREE HOURS

265. SOCIOLOGY OF EDUCATION - Education from the institutional perspective, as an agency of socialization, analysis of various school and community relationships and discussion of the responsibility of both for the educational program of the community, and the relationship in general between society and education. Prerequisite: Permission of instructor, or 3 hours of Sociology. (Cross-listed as Educ. 265).

THREE HOURS

Sociology

295. STUDIES IN SOCIOLOGY - Readings and discussion focusing on a selected topic of interest to sociologists such as juvenile delinquency, complex organizations, etc. Prerequisite: permission of the instructor.

TWO or THREE HOURS

300. SOCIAL PSYCHOLOGY - The psychological principles underlying interpersonal and group behavior and the effect of social conditions on individual behavior. Same as Psychology 300.

311. WORLD POPULATIONS PROBLEMS - A study of how birth and death trends have resulted in the world's population crisis. Causes of birth and death rate trends and issues about their control are considered.

THREE HOURS

312. URBAN SOCIOLOGY - A study of perspectives sociologists use in studying cities, factors involved in urbanization, and the crisis in American cities. Study of the origin and development of cities, the ecological and social structure of cities, theory and research findings on the impact of urbanization on social life. Discussion of the changing shape and nature of cities and of urban social problems. Prerequisite: Sociology 101.

THREE HOURS

321. SOCIAL MOVEMENTS - A consideration of the characteristics of social movements, of cultural and social conditions conducive to social movements, and of the relationship of social movements to social change.

THREE HOURS

322. RACE AND ETHNIC RELATIONS - The study of the race relations and ethnic groups in the United States. Emphasis will be on racism as an institution; prejudice, and the Black American experience.

THREE HOURS

331. SOCIAL DIFFERENTIATION - This course treats the problem of "social class" in America. A study of sociological theory and research bearing on the various systems of social classification found in all human societies, such as rank, order, hierarchies of economic class, prestige, power and racial ethnic and religious categories. Emphasis is placed on the causes and consequences of these various types of differentiations. Prerequisite: Soc. 101.

THREE HOURS

356. SOCIAL CHANGE - An understanding of social change is a fundamental concern in sociology. This course will examine research dealing with both individual and cultural aspects of social change. Topics such as the diffusion of innovations, the effects of mass communications, and the near-universal pattern of modernization will be discussed and analyzed. Prerequisite: Soc. 101 or permission of the instructor.

THREE HOURS

361. PERSPECTIVES OF SOCIOLOGY - This course will consider the major theorists of sociology, and the major questions asked or primary aspect focused on by each. Prerequisites: Soc. 101 or permission of the instructor.

THREE HOURS

Sociology

362. METHODS OF SOCIAL RESEARCH - A course dealing with a variety of research techniques available to social scientists. An attempt will be made to evaluate the merits of each technique. Practical experience will be part of the course. Prerequisite: Math 210, or permission of the instructor.

THREE HOURS

442. SOCIAL INTERVENTIONS - Foci include 1) study of the framework for interpersonal helping, 2) its utility for social work practice and 3) principles of the social work relationship.

THREE HOURS

443-446. SOCIAL WORK FIELD PROJECT - This program offers the opportunity for advanced students to experience working with cases under the close supervision of professional social workers. The program is offered in cooperation with several social and criminal justice agencies in Western Michigan. Work will include direct service to clients and participation in weekly seminars relative to student needs. Prerequisite: Sociology 442 previously or currently being taken, AND permission of the instructor during the semester prior to registration. Note: This course may be taken or repeated for as many as 9 hours credit.

THREE or NINE HOURS

490. INDEPENDENT STUDIES IN SOCIOLOGY - This program affords an opportunity for the advanced student in Sociology to pursue a project of his own interest beyond the regular course offerings. The project may take one of several forms: 1) library readings on a topic in Sociology 2) a supervised research project, 3) a supervised field project combining study with appropriate work experience. (Not an alternative to Sociology 443 or 446). To become eligible for this course the student must have in mind a rather specific project, some background in related courses, good independent study habits and initiative. Application in writing including a course proposal and bibliography should be submitted to the department through the instructor who will be supervising project during advanced registration. Open to senior sociology majors with the consent of the department.

TWO or THREE HOURS

495. STUDIES IN SOCIOLOGY - A senior course designed to enable students and faculty to organize and integrate a variety of interest areas in Sociology, thereby culminating the major with a synthesis provided through theoretical perspectives. Prerequisite: Senior Sociology Major or permission.

ONE, TWO or THREE HOURS

THEATRE

MR. SMITH, CHAIRMAN; MR. FINN, MR. GRINDSTAFF, MR. MALCOLM, MR. RALPH, MR. TAMMI. As-
sisting Faculty: MRS. FINN, MRS. GRINDSTAFF, MR. NIEBOER, MR. RAHN, MR. TILLSTRÖM

Course offerings in theatre and film, along with the department's co-curricular program, are designed to provide the liberal arts student with knowledge of and experience in forms of art which have captivated mankind from primitive times and play an important role in contemporary culture. Performance or laboratory experience makes possible an appreciation of the art form which can come only through direct participation. The practical experience of working together in a disciplined communal art also heightens one's self-awareness of others.

The theatre program is further intended to enhance the cultural life of the community through the presentation of plays of value from a historical, contemporary, literary, or entertainment point of view.

Theatre students currently engage in such activities as:

- acting, directing, designing
- participating in theatre production at all levels
- creating, writing, and producing their own films
- participating in the New York Arts semester program sponsored by the GLCA
- working with established professionals in theatre through a guest artist program
- directing specialized workshops for other students after having studied with leading authorities.

Graduates of the Department of Theatre have recently been involved in pursuing such careers as:

- directing an experimental theatre off-Broadway
- managing a community theatre
- teaching mime and stage movement at a Yugoslav academy
- teaching at elementary and secondary schools across the country
- freelancing as scene or costume designers for professional theatre companies

MAJOR: A major in theatre generally serves one of the following purposes:

1. More intensive study in this particular discipline as the emphasis within the student's liberal arts education.
2. Preparation for a career in teaching.
3. Preparation for graduate work leading to an M.A., M.F.A., Ph.D., or D.F.A. degree in theatre.
4. Preparation for work in a non-commercial field of theatre such as community theatre.
5. Preparation for advanced training leading to a career in the professional theatre.

Each major student will, with his departmental advisor, design a proposed course of

studies best suited to his individual needs and goals. The proposal will then be submitted to the department for final approval. Every theatre major will be expected as part of his contract to complete a minimum of 2 hours of either Theatre 490 or Theatre 495 (Independent Studies or Seminar), and to enroll in the non-credit course Theatre 090 (Forum) each semester he is on campus. In addition, majors with a concentration in the area of acting or stage movement will be expected to present each semester a studio performance to be evaluated by the theatre faculty. Majors are also expected to take an active part in the department's co-curricular program.

For the student who has not yet determined the vocational direction he wishes to take, a 26 hour core will be recommended to consist of Theatre 111 and 113 (Acting and Stage Movement); 2 courses to be chosen from Theatre 121 (Stagecraft), Theatre 215 (Make-up), Theatre 222 (Scene Design), Theatre 223 (Lighting Design), and Theatre 224 (Costume Design); Theatre 331 (Direction); 3 courses to be chosen from Theatre 301, 302, 303, 304, and 306 (Theatre History); Theatre 380 (Practicum); and either Theatre 490 or Theatre 495 (Independent Studies or Seminar).

In order that full advantage may be taken of the individualized approach to the major program, it is in the best interest of the student to apply for acceptance as a major by the end of his sophomore year. In any case, no major application will be approved which does not include two full semesters of study following the acceptance of the application.

Although the department has no foreign language requirement beyond the general college requirement, students anticipating graduate school - particularly in the area of theatre history, literature, and criticism - are advised to consider the undergraduate preparation in language which may be expected by graduate departments.

A detailed information sheet for majors and prospective majors is available in the department office.

I. General

090. THEATRE FORUM - This seminar is designed to give theatre majors an opportunity to meet as a group with the theatre faculty, guest artists, and others active in the field to discuss various aspects of contemporary professional and educational theatre. All theatre majors will be required to enroll in this course each semester they are on campus. The course is also open to other students interested in theatre and the theatre profession, by permission of the department chairman.

NO CREDIT

STAFF BOTH SEMESTERS

101. INTRODUCTION TO THE THEATRE - Intended for the non-major. Appreciation of the theatre and its role in contemporary life. Consideration of history, theory and criticism, acting and directing, and technical areas, primarily from the audience point of view. Course may not be taken for credit if student has previously completed Theatre 105. *May be taken in partial fulfillment of College Cultural Heritage requirement.*

THREE HOURS

STAFF BOTH SEMESTERS

389. GLCA ARTS PROGRAM - The Great Lakes Colleges Association Arts Program, presently based in New York City, involves the student in a full semester's study in the arts. The program includes a Seminar on the Arts in which all students

Theatre

participate, together with individual projects which usually take the form of a professional apprenticeship. Approval by the department is required prior to the student's registering for this course, and the department must approve the student's individual program before credit will be granted. The registrant must be accepted into the program by the Director of the GLCA Arts Program. The Arts Program should preferably be taken during the junior year.

SIXTEEN HOURS(MAXIMUM)

BOTH SEMESTERS

II. Performance

NOTE: For course offerings in dance, see separate catalog listings under Dance, page 138.

105. INTRODUCTION TO THEATRE PRACTICE - Introduction to the performance and production aspects of theatre art. Through lectures, readings, discussions, laboratory experience, and class projects the student will become acquainted with the functions and the relation to the total production organization of the director, assistant director, designers, technical director, actors, technicians, and stage manager. Intended primarily for the theatre major. Prerequisite: permission of the department.

THREE HOURS

D. FINN & M. GRINDSTAFF

FALL SEMESTER

111. FUNDAMENTALS OF ACTING I - Basic problems in observation, concentration, characterization, improvisation, and the presentation of short scenes. Recommended that majors enroll in the freshman or sophomore year.

THREE HOURS

SECTION A: Students will be expected to continue second semester in Theatre 112.

SECTION B: Acting for the non-major.

**STAFF
STAFF**

**FALL SEMESTER
FALL SEMESTER**

112. FUNDAMENTALS OF ACTING II - A continuation of Theatre 111. Emphasis will be placed on the presentation of scenes and on problems in ensemble performance. Prerequisite: Theatre 111 or equivalent.

THREE HOURS

STAFF

SPRING SEMESTER

113. HISTORY AND TECHNIQUE OF STAGE MOVEMENT I - Basic problems in stage movement, including mime and the use of masks. Recommended that majors enroll in the freshman or sophomore year.

TWO HOURS

114. HISTORY AND TECHNIQUE OF STAGE MOVEMENT II - Special attention is given to period styles, period dances, and the handling of period costumes. Prerequisite: Permission of the instructor. Not offered 1975-76.

TWO HOURS

121. STAGECRAFT - An introduction to technical theatre. Consideration of technical organization, scenery construction methods, scene-painting techniques, mechanical perspective, drafting, scenic materials. Introduction to the function of scene designer, costumer, lighting designer, technical director, and sound technician.

THREE HOURS

SMITH

SPRING SEMESTER

201. VOICE FOR THE ACTOR - A study of vocal production in relation to the

actor's use of relaxation, breathing, and physical action. Special problems in the formation of vowel sounds, articulation, pronunciation, resonance, and projection. Introduction to such aspects of voice as phonetics for the actor, dialects, and the speaking of verse drama.

THREE HOURS

TAMMI, RALPH SPRING SEMESTER

213. STYLES OF ACTING CLASSICAL PERIOD TO 17TH CENTURY - An exploration of the acting styles of the major periods of theatre history from the classical period through the Italian commedia dell'arte. Students will examine the spirit of each age, its manners, dance, music, and dress, and will translate this study into performance terms through the rehearsal and presentation of selected scenes and one-act plays. Prerequisites: Theatre 111, 112, 113, 114, 201 or equivalents. (Theatre 201 may be taken concurrently with this course.)

THREE HOURS

D. FINN FALL SEMESTER

214. STYLES OF ACTING 17TH TO 19TH CENTURY - An exploration of the acting styles of the major periods of theatre history from the neo-classic period through the 19th century. Students will examine the spirit of each age, its manners, dance, music, and dress, as well as the major acting theories from Diderot to the end of the 19th century. This study will be translated into performance terms through the rehearsal and presentation of selected scenes and one-act plays. Prerequisites: Theatre 111, 112, 113, 114, 201, or equivalents.

THREE HOURS

D. FINN SPRING SEMESTER

215. HISTORY AND TECHNIQUE OF THEATRICAL MAKEUP - Study of the principles of makeup and hair fashion for the stage. Training in skills and techniques needed for understanding the design and application of straight, character, and fantasy makeup. Emphases will be on facial anatomy, physiognomy, corrective makeup, skin textures, materials, modeling, analysis, special structures, ventilation of hairpieces, historical hairstyles, and wig-making.

THREE HOURS

SMITH MAY TERM

222. SCENE DESIGN - An introduction to designing scenery for stage production. Course work is divided into three major areas of study: (a) history of architecture, furniture styles, and interior decor from the early Egyptians to the present day; (b) theoretical considerations in analyzing a production visually for an open theatre space; and (c) training in the techniques of sketching, painting, and model-building for set designs. Prerequisite: Theatre 121 or permission of the instructor. Offered alternate years, 1976-77.

THREE HOURS

SMITH FALL TERM

223. LIGHTING DESIGN - A study of the tools, technology, and artistic considerations of theatrical lighting. Course attempts to deal with the aesthetic problems of lighting design as the artistic effort of an individual working within a producing group. Prerequisite: Theatre 121 or permission of the instructor. Offered alternate years, 1977-78.

THREE HOURS

224. COSTUME DESIGN - An introduction to the role of the costume designer in the theatre. Consideration of the designer's responsibilities as a visual artist, based on analysis of the script and of the production concepts. Study of fashions in dress from the ancient Greeks to 1940. Development of the techniques of period dress

Theatre

making, pattern drafting, costume construction, shop organization, and rendering. Offered alternate years, 1977-78.

THREE HOURS

240. PLAYWRITING - Practice in the art of writing for the stage or screen. Students will move from work on selected special problems to the writing of full one-act or longer scripts. Whenever possible provision will be made for reading performances of work-in-progress; and in cases of exceptional merit arrangements may be made for public performance or screening of a finished script. Course offered jointly with the department of English. Offered at student request, but no more frequently than every other year. Prerequisite: permission of the instructors.

THREE HOURS

280. THEATRE LABORATORY - Practical experience in theatrical production, through involvement as an actor or technician in a departmental major production. The amount of credit to be granted will be determined by the number of hours required for the particular assignment as agreed upon by student and instructor. Prerequisite: casting by the director, or acceptance on a production crew by the technical director.

ONE or TWO HOURS

STAFF BOTH SEMESTERS

285. FILM COMPOSITION - A basic study of the practice of film-making as an expressive art. Individual and class projects in the writing, planning, photography, and editing of motion pictures will familiarize the student with the process of film production. Equipment is provided. (Laboratory fee.)

THREE HOURS

M. GRINDSTAFF FALL SEMESTER

295. STUDIES IN THEATRE - Instruction in such specific performance techniques as mime, fencing, dance, and special problems in acting. Each class will be limited to one such performance area. Frequency of course offering is determined by student demand and by availability of theatre specialists or guest artists. Prerequisite: permission of the instructor. (Laboratory fee in some instances.)

TWO HOURS

256

331. STAGE DIRECTION I - A basic course in the rudiments of the director's art and responsibility in theatrical production. Practice in the principles of composition, picturization, and dramatic tempo. Consideration of the problems in proscenium, central, and open staging. Prerequisite: Theatre 111 or equivalent.

THREE HOURS

D. FINN FALL SEMESTER

332. STAGE DIRECTION II - A continuation of Theatre 331. Each student will produce at least two one-act plays. Prerequisite: Theatre 331 or equivalent.

THREE HOURS

TAMMI SPRING SEMESTER

335. CREATIVE DRAMA TECHNIQUES - Emphasis is on techniques such as improvisation, playmaking, story dramatization, role-playing, creative movement, and creative speech to be used by prospective elementary and secondary teachers and recreation or drama leaders. Course includes observation sessions, studio participation, evaluated practicum experience, a survey of literature in the field, and dramatic education seminars. Recommended for education, theatre, and physical education majors especially. No prerequisites in theatre or education. *May be taken as a teaching methods course in primary education, or as a special methods course in education.*

TWO HOURS

M. FINN BOTH SEMESTERS

Theatre

380. THEATRE PRACTICUM - Specialized study of a particular production aspect of the play in performance. The student will be assigned to a departmental production as assistant director or assistant designer. A report, the form of which is to be governed by the nature of the project, will be submitted to the project supervisor. Registration is restricted and requires departmental approval. Ordinarily, no student will be permitted to register for Practicum who has not taken basic course work in the particular area. Prerequisite: application to the department.

ONE HOUR

STAFF BOTH SEMESTERS

381. SUMMER THEATRE LABORATORY - An integral part of the Hope College Summer Theatre program, the course will concentrate on a consideration of the interrelated problems of play production. Aspects to be covered include script and character analysis, production planning and design, construction procedures and techniques, and management. Course may be taken for a maximum of six hours (i.e., two summer sessions). Prerequisites: acceptance into the summer theatre company and permission of the instructors.

THREE HOURS

STAFF SUMMER SESSION

490. INDEPENDENT STUDIES IN THEATRE - Independent work for the advanced student in one of the following areas: directing, acting, scene design, costuming, lighting, playwriting, theatre or film criticism, film production, theatre management. Course is offered on a selective basis, by permission of the department. The student must submit *in writing* a project proposal for departmental approval during the previous semester and prior to registration for the course.

ONE, TWO or THREE HOURS

STAFF BOTH SEMESTERS

III. History and Theory

251. DEVELOPMENT OF THE CINEMA - A study of artistic and social values of the cinema as a contemporary art form. Motion pictures representative of important periods of advancement will be viewed and discussed. (Laboratory fee.)

THREE HOURS

253. ART OF THE CINEMA - Analysis of the aesthetic commitments of several filmmakers. Such elements as writing, photography, and editing are studied to discover how the objectives of the film are attained. (Laboratory fee.)

THREE HOURS

SMITH FALL SEMESTER

296. SPECIAL TOPICS IN THEATRE - Study of an area of theatre or film history, literature, theory, or criticism not specifically covered in the regular departmental offerings. Offered occasionally as warranted by student and faculty interest. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF

301. THEATRE IN THE CLASSICAL PERIOD - A survey of classical Greek, Roman, and Oriental theatre, and a study of the development of classical Oriental and Occidental themes and techniques in subsequent periods of theatre history. Not recommended for freshmen. Offered alternate years, 1975-76.

THREE HOURS

302. WESTERN THEATRE FROM THE MIDDLE AGES TO THE 17TH CENTURY - A survey of the theatre of medieval Europe, Renaissance Italy and France, Golden

Theatre

Age Spain, Elizabethan and Restoration England, and Baroque France. Not recommended for freshmen. Offered alternate years, 1975-76.

THREE HOURS

303. WESTERN THEATRE FROM THE 18th CENTURY TO THE MODERN PERIOD - A survey of Western theatre in the 18th, 19th and early 20th centuries, from the end of neo-classicism, through German romanticism, to the culmination of realism in Shaw and his contemporaries. Emphasis will be placed on such founders of modern stage practice as Ibsen, Strindberg, Chekhov, Stanislavski, Appia, and Craig. Not recommended for freshmen. Offered alternate years, 1976-77.

THREE HOURS

TAMMI FALL SEMESTER

304. CONTEMPORARY WESTERN THEATRE - A study of contemporary movements in the theatre, including the variants of modern realism and naturalism, the epic theatre of Piscator and Brecht, the theatre of the absurd, and the theatres of participation, confrontation, and protest. Not recommended for freshmen. Offered alternate years.

THREE HOURS

RALPH SPRING SEMESTER

306. AMERICAN THEATRE - A study of theatre in the United States from colonial times to the present. Emphasis will be placed on contemporary developments, beginning with O'Neill and the Province Playhouse. Offered alternate years, 1976-77.

THREE HOURS

TAMMI FALL SEMESTER

401. RELIGION AND DRAMA - A study of Greek, medieval, and modern drama, focusing on their religious origins. The purpose of the course is to discover how man's view of himself and his world in the drama complements, corrects, or contrasts with the Christian view, and to examine the bases for a Christian drama. Students will conduct critical research and lead discussions. *May be taken to fulfill College Seniors Seminar requirement.*

THREE HOURS

RALPH FALL SEMESTER

495. SEMINAR IN THEATRE - Study in depth of the work of a playwright, critic, or specific movement in or period of theatre history. Recent topics have included Moliere, Strindberg, American scene design, and Tennessee Williams. Prerequisite: permission of the instructor.

TWO or THREE HOURS

STAFF SPRING SEMESTER

499. READINGS IN THEATRE - Readings, under the tutorial supervision of an instructor assigned by the department chairman, in a specialized or advanced area of theatre studies. Prerequisite: permission of the department.

TWO or THREE HOURS

STAFF EITHER SEMESTER

PRE-PROFESSIONAL PROGRAMS

The liberal arts college is designed to help students live more adequately, and this aim includes preparation for effective and constructive service in a vocation. All of the study that a student does in college can have significant vocational value. In fact industry and business, professional schools, and government agencies are increasingly emphasizing the importance of a broad base of liberal arts subjects as the most significant vocational preparation an undergraduate college can give. However, in the present age of technology and specialization, there is need for some intelligent pointing of the student's program toward a field of vocational activity. Furthermore, the college curriculum is planned to include some courses which give specific professional training for vocations in which the collegiate years are the final period of preparation.

On the succeeding pages are found a number of recommended course programs carefully designed to give the best preparation for students planning on going directly into some vocation or profession or on entering professional schools. The requirements for entrance into professional schools vary so widely that students interested in a special field should consult professional school catalogs as early in their college career as possible. To assist the student in working out this undergraduate program, a number of faculty members with special interests and knowledge have been appointed to serve as vocational advisors. Students are encouraged to bring their inquiries to these advisors. In addition, the college maintains extensive files of career pamphlets and other vocational information in the college library.

The following vocational areas have special advisors, and suggested programs of study for them are separately described in the ensuing pages.

Advisors for Students Entering Professions

Biology - Mr. Greij
Business and Economics -
Mr. Richardson
Chemistry (Industrial and
Research) - Mr. Jekel
Christian Ministry - Mr. Voogd,
Mr. Bruins
Church Work - Mr. Voogd,
Mr. Bruins
Dentistry - Mr. Rieck
Diplomatic and Government
Service - Mr. Hoeksema
Engineering - Mr. Folkert
Journalism - Mr. Mac Doniels
Law - Mr. Zoetewey

Medicine - Mr. Rieck, Mr. Jekel,
Mr. Van Iwaarden, Mr. Mungall,
Mr. Toevs
Medical Technology - Mr. Rieck,
Mr. Jekel
Music - Mr. Kooiker
Nursing - Mr. Rieck
Teaching
Elementary School - Mr. Paul
Secondary School - Mr. Bultman
College - Mr. McIntyre or
Department Chairman
Physics - Mr. Frissel
Religion - Mr. Voogd, Mr. Bruins
Social Work - Mr. McIntyre

Pre-Professional Programs

Christian Ministry and Church Vocation

Students desirous of pursuing pre-professional education for the Christian ministry and church vocations should consult the religion major program described on page 240. The major is designed to acquaint the student with the academic disciplines in religion as well as provide an interdisciplinary breadth to his program through courses in philosophy, psychology, sociology, history, English and communication. The program embraces an elective flexibility to adapt to the aptitudes and goals of the individual student.

Graduate schools and seminaries of the American Association of Theological Schools stress a broadly based liberal arts education and a core background in the academic religion discipline. Present graduate entrance requirements reflect the advisability of Greek as the required language with a preference for Spanish as a second language for those moving toward urban ministries.

Students contemplating this area of pre-professional education should consult a member of the Religion department early in their college career for more complete information regarding the major.

Diplomatic and Government Work

Students desiring to enter the Foreign Service or some other area of government work should concentrate primarily in the social sciences. Courses in American history, political science, economics, and business administration are recommended for persons intending to go into public administration. Those students who desire to enter the Foreign Service should seek as broad a knowledge as possible in History, Economics, Political Science, and English.

Students who wish to enter other branches of governmental work should major in Business Administration, Economics or Political Science.

Journalism

Because of the great variety of vocations in journalism, the College strives to give the student a broad base of knowledge and skills fundamental to all of these forms of journalistic work. Interested students are advised, therefore, to enroll in all the relevant writing courses offered, such as advanced composition, creative writing, and Journalism I and II. In addition, a broad study of the social sciences is highly recommended.

A number of positions on the campus newspaper, the *anchor*, and on the literary review, the *Opus*, and the yearbook, the *Milestone*, provide practical experience in various aspects of journalism: editorial work, news reporting, proofreading, advertising, radio script writing, and other techniques.

Law

The Law School Admission Council in its *Pre-Law Handbook* stresses that the highest quality of education needed for law school should emphasize: 1) comprehension and expression in words, 2) critical understanding of human institutions and values with which law deals, and 3) creative power in thinking.

Students desiring to enter the legal profession will find that most of the law schools do not prescribe a specific pre-professional program, but rather insist on a broad liberal arts background with emphasis upon courses that will help the student to attain the goals listed above.

Pre-Professional Programs

Practically speaking, then, the pre-law student could select a composite or a subject area major. Business administration, economics, English, history, political science, or philosophy are the common areas of concentration, though almost any major could provide a well-read student with a solid basis for law studies. He should take a number of courses in writing. Further, he should recognize that one of the most valuable activities in preparation for the study and practice of law is academic debate and public speaking, especially in extracurricular competition. Competition is ideal for producing research, reasoning, and communication skills. Finally, since law is neither to be studied or practiced in a vacuum, the undergraduate student should range as widely as possible in order to understand his environment - physical, physiological, psychological, social, and ethical.

Librarianship

Although some undergraduate institutions offer courses in the area of library science, Hope College does not since it is still necessary for an individual to obtain the master's degree in order to be considered a professional librarian. However, the College recommends that any student wishing to prepare for a career in librarianship consider the following in undergraduate planning;

- 1) Select a number of courses from the Humanities, Social Sciences, and Sciences to develop a broad knowledge in these disciplines.
- 2) Include more than the required courses in Literature in your program so as to develop depth in this field.
- 3) Major in the discipline that interests you personally, since there are opportunities for many kinds of subject specialists in librarianship.
- 4) Plan to work for one of the college's libraries in order to obtain first hand experience in the practice of librarianship.

Students who wish to specialize in school library work should take the education courses required by their state for certification.

A limited number of scholarships are available through Library Schools and other organizations including the Michigan State Library.

Music

Students who wish to turn their interest in music to vocational purposes may possibly have as their goal teaching, the concert stage, or church-music directing. Two complete Bachelor of Music degree programs have been established to prepare students for public school teaching, from kindergarten through the twelfth grade: the Bachelor of Music in Vocal Music Education, or the Bachelor of Music in Instrumental Music Education. These programs are outlined in detail under the Music Department description of courses. For those who wish to prepare as performing artists, the Bachelor of Music in Performance is also described in the music section of this catalog. For those students who particularly wish to follow a music major course of study to prepare for a career as a musicologist or a music librarian, or to follow music as an avocation, the Bachelor of Arts degree program, with a major in Music Literature and History or Music Theory is similarly described in the music section. Students wishing to major in music for any of these purposes need to follow a sequence of courses that extends through the four years. Consequently it is important that they enter the prescribed music program in the freshman year. To prevent serious complications, the entering freshman who intends to major in music should make an appointment for an interview with the chairman of the Music Department *before* completing his registration for the first

Pre-Professional Programs

semester. It would be wise, also, to request an advisor from the music department faculty. The program for the last two years will be outlined by the department chairman in conference with the student.

Social Work

Students desirous of pursuing education for social work should elect the Psychology-Sociology composite major described on page 73. The major is designed to acquaint students with theoretical perspectives in Psychology, Sociology and Anthropology as well as substantive material from these disciplines.

Graduate schools of social work are interested in students who have a broadly based liberal arts education and a theoretical background in the social science disciplines. The present job market reflects the advisability and preference for Spanish as a second language.

Students contemplating the Psychology-Sociology major should consult the Sociology or Psychology departments by the end of their sophomore year for more complete information regarding the major.

Teaching

Students planning to teach in elementary and secondary schools must be formally admitted to the Teacher Education program and receive permission to student teach. Information concerning admission criteria and procedures is available in the office of the Department of Education.

ELEMENTARY SCHOOL

Students completing the teacher education program will qualify for a teaching certificate from the State of Michigan. Although teaching requirements vary among states, Hope's program is approved by the National Council for Accreditation of Teacher Education and, therefore, the Michigan Certificate through reciprocal certification agreements is valid in most other states. A composite major for elementary teachers or a departmental major, a teaching minor, and the professional education course sequence are the essential components of the teacher education program. Interested students should during their Freshman year obtain the *Handbook for Education Students* available in the Education Department office.

SECONDARY SCHOOL

Students completing the teacher education program will qualify for a teaching certificate from the State of Michigan. Although teaching requirements vary among states, Hope's program is approved by the National Council for Accreditation of Teacher Education and, therefore, the Michigan Certificate through reciprocal certification agreements is valid in most other states. A departmental major, a teaching minor, and the professional education course sequence are the essential components of the teacher education program. Interested students should during their Freshman year obtain the *Handbook for Education Students* available in the Education Department office.

COLLEGE

For those preparing for college teaching, a major in the chosen field of specialization is advisable. The department advisor should be consulted in working out the academic program for the four years. For such students, French or German should normally be elected for foreign language study, preferably both if the student plans to work for a Ph.D. degree.

Pre-Professional Programs

MICHIGAN SCHOLARS IN COLLEGE TEACHING PROGRAM

Hope College is a participant with four other Michigan liberal arts colleges and the University of Michigan in a cooperative program to provide counsel, guidance and special curricular and extra curricular opportunities to academically talented students who are interested in college teaching as a profession. In the junior year, such students are advised to follow the special course sequences recommended by their major department, and to continue in mastery of one or more foreign languages. Students who are selected to become Senior Scholars in this program are practically involved in some phase of teaching under departmental supervision.

In several areas cooperative course planning between Hope College and the University of Michigan or the University of Chicago leads to special consideration for graduate study at these universities and preference in scholarship awards.

HEALTH PROFESSIONS, SCIENCE, ENGINEERING

Hope College offers a variety of programs and opportunities for students interested in pursuing careers in the natural sciences. The science curriculum is designed to enable the student to develop competency in several scientific disciplines and to pursue a specific field of interest in depth. The opportunity to work closely with faculty in creative research efforts further enhances the student's learning and appreciation of the natural sciences. The net result is a motivated, well-prepared young scientist who is eagerly sought by graduate schools, medical schools, and employers.

With these goals in mind, the freshman student interested in a career involving science should enroll in the Fall Semester in pre-calculus (Math 130) or calculus (Math 133) and two science courses, one of which should be Chemistry 111 or Physics 121. The other science course is to be selected from Biology 111, Chemistry 111, Geology 115 or 231, or Physics 121, and is recommended to be a course in the student's proposed field of interest. Each of these courses initiates a year sequence which is normally completed during the same year. The year sequence in physics or chemistry which was not taken in the freshman year should be completed during the sophomore year.

By following the above pattern the student develops the necessary background in chemistry and physics to undertake further study in all of the sciences and explores several scientific disciplines early in the undergraduate program. This provides a sound basis on which to choose a field for in-depth study. In addition, the mathematical training necessary to pursue scientific study is also initiated. The program provides an excellent preparation for further study or work in the sciences, engineering, or in a variety of health professions.

For specific details regarding departmental programs the descriptions found earlier in this catalog for each department should be consulted. General comments regarding programs in engineering and in the health professions follow.

Engineering

Students interested in a pre-engineering course should have completed the following in high school: four semesters of algebra, two semesters of geometry with some solid geometry included, one semester of trigonometry, two semesters of drawing, and two years of foreign language.

Several programs are available which combine a pre-engineering course at Hope with an engineering curriculum at an engineering school. For example a 3-2 engineering program has been arranged with the University of Michigan, (Ann Arbor and

Pre-Professional Programs

Dearborn), Michigan State University, Rensselaer Polytechnic Institute, University of Southern California and Washington University (St. Louis) in which the student takes three years of undergraduate work at Hope and completes his professional undergraduate engineering training in two years at one of the four universities. At the end of five years an A.B. degree from Hope and a B.S. degree from the engineering school are granted. During his second year at Hope, the student should make application for a major in Engineering Science through the Engineering advisor (Dr. Folkert).

Students whose academic records are strong enough to qualify for consideration for graduate study may complete a master's degree in a number of engineering fields at the University of Michigan or Michigan State University after five years of study. Such students spend three or four years at Hope and one to two years at the engineering school. The A.B. (Hope) and M.S. (university) are awarded upon completion of the program. The combination of degrees in the liberal arts and in engineering provides a broad, and yet thorough, foundation for future career development. A wide variety of programs can be tailored to meet individual student interests. Complete details regarding these programs are available from Dr. Folkert. It is important to arrange the Hope component of these cooperative programs early.

Medicine and Dentistry

A premedical student may take an academic major in any field in which he has a sincere interest. It has been found that those who are most successful in medical school have had undergraduate majors in biology or chemistry, however. Regardless of the student's choice of major field the person oriented toward a career in medicine should take Biology 111 and 112, Chemistry 111, 115, 121, 221, 225, 256 and 231 and Physics 121, 122, and 223 as well as Mathematics 133.

It should be emphasized that the premedical program is not a rigid one, and that each student will be permitted considerable latitude in selection of courses beyond those required by the medical schools.

Students interested in medicine are requested to contact a member of the Health Profession Committee (Drs. Rieck, Jekel, Mungall, Ockerse, or Toevs) as soon as possible after they arrive at Hope.

Students who complete the first three years of a pre-medical course are eligible for admission to a College of Dentistry. It is advisable for the student to select his school of dentistry as soon as possible in order to prepare for the specific requirements of the dental school of his choice.

Most pre-dental students find it advisable to complete a four-year college program prior to entrance into the Dental School of their choice. In this case the curriculum followed is the same as that of a pre-medical student.

Students who plan to attend Hope College only two years for pre-dental study should consult early with a member of the Health Professions Committee.

Medical Technology

All schools of medical technology approved by the American Medical Association require at least 90 semester hours of college credit. A minimum of 16 semester hours of chemistry, 16 semester hours of biology, and 3 semester hours of mathematics must be included.

Hope College, in cooperation with nearby hospitals, has a four-year degree program which leads to the A.B. degree and to a certificate of registration as a

Pre-Professional Programs

Medical Technologist by the American Society of Clinical Pathologists. During the first three years, the student completes all of the core and departmental major requirements at the College. If accepted to an affiliated school of Medical Technology, he or she will spend 12 months in residence at the Hospital in an accredited Med-Tech program. Upon successful completion of both segments, the student is granted the A.B. degree by the College and the Certificate of Registration by the Hospital School.

Hope College has an agreement of affiliation for the training of Medical Technologists with Hackley Hospital in Muskegon, Michigan and Butterworth Hospital in Grand Rapids, Michigan.

A student who wishes to take the fourth year at an accredited, non-affiliated Hospital may do so if permission is granted in advance by the Dean for Natural Sciences and the Admission Committee of the Hospital.

Nursing

Higher education is increasingly important in the training of nurses and makes for greater advancement and success in the profession. The better hospitals now insist on having some college graduates in every new class and select the other students in part on the amount of college education they have.

Students of good scholastic ability are advised to complete their A.B. at Hope College and then enter a nursing school which will grant them an M.S. in nursing science in addition to their nursing certificate. Instead of obtaining the A.B. degree before training, many students take one or two years of college work previous to nurses training and return afterward for one or two more years and thus obtain their A.B. degree in addition to their nursing certificate. Normally, the nurses training program is considered the equivalent of one year of academic study. The College Health Service offers the opportunity to several graduate nurses to be self-supporting while attending college.

Students planning on entering nursing school should secure catalogs and information from various Schools of Nursing in order to ascertain the particular college prerequisites for entering their training program. The special advisor in nursing should also be consulted in making out the course program.

THE BOARD OF TRUSTEES

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Dr. Gordon J. Van Wylen

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Dr. Irwin J. Lubbers
The Hon. A. Dale Stoppels
Dr. George Vanderborgh

Caledonia, Michigan
Grand Rapids, Michigan
Grand Rapids, Michigan
Lakeland, Florida

THE FACULTY

GORDON J. VAN WYLEN - *President and Professor of Physics* (1972)*

A.B., Calvin College, 1942; B.S.E., University of Michigan, 1942;
M.S., University of Michigan, 1947; Sc.D., Massachusetts Institute of
Technology, 1951; Litt.D., Hope College, 1972

DAVID G. MARKER - *Provost and Professor of Physics* (1965)

B.A., Grinnell College, 1959; M.S., Pennsylvania State University, 1962;
Ph.D., Pennsylvania State University, 1966

LARS I. GRANBERG - *Dean for the Social Sciences and Peter C. and Emajean
Cook Professor of Psychology* (1947) (1960) (1975)

A.B., Wheaton College, 1941; A.M., University of Chicago, 1946;
Ph.D., University of Chicago, 1954; L.H.D., Northwestern College, 1975

JAMES J. MALCOLM - *Dean for the Performing and Fine Arts and
Professor of Theatre* (1963) (1975)

A.B., Wheaton College, 1953; B.D., Fuller Theological Seminary, 1956;
S.T.M., Union Theological Seminary, N.Y., 1962;
Ph.D., University of Minnesota, 1973

JACOB E. NYENHUIS - *Dean for the Humanities and Professor of Classics* (1975)

A.B., Calvin College, 1956; A.M., Stanford University, 1961;
Ph.D., Stanford University, 1963.

F. SHELDON WETTACK - *Dean for the Natural Sciences and
Professor of Chemistry* (1967)

B.A., San Jose State College, 1960; M.A., San Jose State College, 1962;
Ph.D., University of Texas, 1968

President Emeritus

IRWIN J. LUBBERS - *President Emeritus* (1923-1963)

A.B., Hope College; M.A., Columbia University; Ph.D., Northwestern
University; LL.D., Central College; Litt. D., Rutgers University;
Litt.D., Hope College

Chancellor Emeritus

WILLIAM VANDER LUGT - *Chancellor and Distinguished Professor-At-Large
Emeritus* (1954-1972)

B.A., Calvin College; M.A., University of Michigan;
Ph.D., University of Michigan; Litt. D., Central College;
L.H.D., Hope College

Faculty Emeriti

NORMA BAUGHMAN - *Assistant Professor-Emeritus of Music* (1947-1962)
College of Music, Cincinnati

*The figures in parentheses indicate the year in which the person began his service at Hope College. A second figure in parentheses indicates the year of beginning the present appointment after interruption in the period of service. In the Emeriti section, the year of retirement is also given.

The Faculty

- LOIS BAILEY - *Associate Professor-Emeritus of Library Science* (1954-1968)
B.A., Monmouth College; M.A., University of Wisconsin;
B.S. in L.S., Western Reserve University
- TUNIS BAKER - *Professor-Emeritus of Science Education* (1957-1966)
A.B., Hope College; A.M., Columbia University;
Ph.D., New York University
- EDWARD BRAND - *Professor-Emeritus of English* (1946-1972)
B.A., Central College; M.A., University of Iowa;
Ed.D., University of Denver
- CLARENCE DE GRAAF - *Professor-Emeritus of English* (1928-1972)
B.A., Calvin College; M.A., University of Michigan;
Ed.D., in English, University of Michigan
- RUTH DE WOLFE - *Instructor-Emeritus in English* (1956-1965)
A.B., Wellesley College; A.M., Columbia University
- WERNER W. HEINE - *Associate Professor-Emeritus of German* (1960)
B.A., Michigan State University; M.A., Michigan State University
- WILLIAM J. HILMERT - *Professor-Emeritus of Religious Education* (1952-1969)
A.B., Hope College; B.D., Western Theological Seminary
- CLARENCE KLEIS - *Professor-Emeritus of Physics* (1921-1964)
A.B., Hope College; A.M., University of Michigan
- BASTIAN KRUITHOF - *Professor-Emeritus of Religion* (1944-1947)
(1957-1972)
B.A., Calvin College; M.A., University of Michigan;
D.D., Hope College; Ph.D., University of Edinburgh
- 268 M. HAROLD MIKLE - *Associate Professor-Emeritus of Communication and
Director of Forensics* (1962)
B.A., Western Michigan University; M.A., University of Michigan
- JANET MULDER - *Archivist-Emeritus* (1952-1968)
A.B., Hope College
- ZOE MURRAY - *Associate Professor-Emeritus of English* (1960-1970)
B.A., Sul Ross State College; M.A., Baylor University
- STEPHEN A. PARTINGTON - *Professor-Emeritus of Education* (1948-1954)
(1971-1974)
B.A., Wheaton College, 1929; M.A., University of Michigan, 1938;
L.L.D., Central Michigan University, 1968
- MARGUERITE MEYER PRINS - *Professor-Emeritus of French* (1919-1962)
A.B., Hope College; A.M., University of Wisconsin
- METTA ROSS - *Professor-Emeritus of History* (1926-1960)
A.B., Hope College; A.M., University of Michigan

The Faculty

HELEN SCHOON - *Associate Professor-Emeritus of Education* (1946-1967)
A.B., Northwestern University; A.M., University of Michigan

JOHN SCHOUTEN - *Director of Physical Education-Emeritus* (1918-1952)
A.B., Hope College

MILDRED E. SINGLETON - *Librarian-Emeritus* (1949-1959)
A.B., A.M., University of Oklahoma; B.S., University of Illinois;
M.S., University of Columbia

HENRY STEFFENS - *Treasurer and Vice President for Finance-Emeritus*
(1946-1968)
A.B., Hope College; A.M., Northwestern University

ALBERT TIMMER - *Director of Admissions-Emeritus* (1923-1964)
A.B., Hope College; A.M., University of Michigan

ALVIN W. VANDERBUSH - *Professor-Emeritus of Political Science* (1945-1972)
A.B., Hope College; M.A., University of Michigan

JAMES D. VAN PUTTEN - *Professor-Emeritus of Political Science* (1952-1969)
A.B., Hope College; M.A., Columbia University;
B.D., Presbyterian Seminary; Ph.D., University of Chicago

EVA VAN SCHAACK - *Professor-Emeritus of Biology* (1956-1969)
A.B., Hope College; Ph.D., The Johns Hopkins University

JOHN J. VER BEEK - *Professor-Emeritus of Education and Director of
Student Teaching and Certification* (1950-1971)
A.B., Hope College; M.A., University of Michigan

REIN VISSCHER - *Business Manager-Emeritus* (1946-1965)

EDWARD J. WOLTERS - *Professor-Emeritus of Latin and Chairman of
Classical Languages* (1926-1966)
A.B., Hope College; A.M., University of Michigan

DWIGHT B. YNTEMA - *Professor-Emeritus of Economics and Business
Administration* (1931-1932) (1946-1967)
A.B., Hope College; A.M., Ph.D., University of Michigan

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The Teaching Faculty

CHARLES C. ASCHBRENNER - *Associate Professor of Music* (1963)
B.Mus., University of Illinois, 1959; M.Mus., Yale University, 1963

HAROLD BAKKER - *Assistant Professor of Education* (1969)
A.B., Salem College, 1947; M.A., Syracuse University, 1955

BARBARA JANE BARKER - *Assistant Professor of Chemistry* (1973)
B.S., University of Cincinnati, 1965; Ph.D., University of Cincinnati, 1972

The Faculty

LESLIE R. BEACH - *Professor of Psychology and Chairman of the Department* (1964)

B.A., Houghton College, 1949; M.Ed., Wayne State University, 1954;
Ph.D., University of Michigan, 1957

ALAN C. BEDELL - *Assistant Professor of German* (1971)

B.A., Albion College, 1962; M.A., University of Colorado, 1966;
Ph.D., University of Rochester, 1975

MEREDITH BLACKWELL - *Assistant Professor of Biology* (1975)

B.S., University of Southwestern Louisiana, 1961;
M.S., University of Alabama, 1963; Ph.D., University of Texas, 1973

HARVEY D. BLANKESPOOR - *Associate Professor of Biology* (1976)

B.A., Westmar College, 1963; M.S., Iowa State University, 1967;
Ph.D., Iowa State University, 1970

RENA MAE BONEM - *Assistant Professor of Geology* (1975)

B.S., New Mexico Institute of Mining and Technology, 1970;
M.S., New Mexico Institute of Mining and Technology, 1971;
Ph.D., University of Oklahoma, 1975

WAYNE G. BOULTON - *Assistant Professor of Religion* (1972)

A.B., Lafayette College, 1963; B.D., McCormick Theological Seminary, 1967;
M.A., Duke University Graduate School, 1970; Ph.D., Duke University
Graduate School, 1972

RODNEY F. BOYER - *Assistant Professor of Chemistry* (1974)

B.A. Westmar College, 1964; M.S., Colorado State University, 1967;
Ph.D., Colorado State University, 1969

70 ALLEN BRADY - *Professor of Biology* (1964) (1966)

B.S., University of Houston, 1955; M.S., University of Houston, 1959;
Ph.D., Harvard University, 1964

GORDON M. BREWER - *Associate Professor of Physical Education and Director
of Athletics* (1956)

A.B., Hope College, 1948; M.A., University of Michigan, 1952

IRWIN J. BRINK - *Professor of Chemistry* (1957)

A.B., Hope College, 1952; Ph.D., University of Illinois, 1957

RICHARD T. BROCKMEIER - *Professor of Physics and Computer Science* (1966)

A.B., Hope College, 1959; M.S., California Institute of Technology, 1961;
Ph.D., California Institute of Technology, 1965

ROBERT S. BROWN - *Associate Professor of Psychology* (1960)

B.A., Western Michigan University, 1950; M.A., University of Michigan, 1952;
Ed.D., Michigan State University, 1963

The Faculty

ELTON J. BRUINS - *Professor of Religion* (1966)

A.B., Hope College, 1950; B.D., Western Theological Seminary, 1953;
S.T.M., Union Theological Seminary, 1957; Ph.D., New York University, 1962

DEAN BRYSON - *Associate Professor of Education* (1971)

B.S., Northern State College, 1960; M.S., Northern State College, 1962;
Ed.D., University of Nebraska, 1968

JAMES E. BULTMAN - *Associate Professor of Education* (1968)

A.B., Hope College, 1963; M.A., Western Michigan University, 1966;
Ed.D., Western Michigan University, 1971

ROBERT M. CECIL - *Associate Professor of Music* (1962)

B.S., Juilliard School of Music, 1949; B.Mus., Yale University School of
Music, 1951; M.Mus., Yale University School of Music, 1952

DAVID L. CLARK - *Professor of History* (1963)

B.A., Yale University, 1954; B.D., Episcopal Theological School, 1957;
Th.D., Harvard University, 1967

ROBERT CLINE - *Assistant Professor of Economics* (1975)

B.A., College of William & Mary, 1968; M.A., University of Michigan, 1971

WILLIAM COHEN - *Associate Professor of History* (1971)

B.A., Brooklyn College, 1957; M.A., Columbia University, 1960;
Ph.D., New York University, 1968

JOAN CONWAY - *Assistant Professor of Music* (1969)

B.S.M.E., Lebanon Valley College, 1957;
M.Mus., Manhattan School of Music, 1959

JOHN A. CREVIERE - *Associate Professor of French* (1969)

B.A., College of St. Thomas, 1962; M.A., Université Laval, Québec, 1963;
Ph.D., Université Laval, Québec, 1967

EARL CURRY - *Associate Professor of History and Chairman of the
Department* (1968)

B.S., Iowa State University, 1960; M.A., University of Minnesota, 1962;
Ph.D., University of Minnesota, 1966

ROGER E. DAVIS - *Associate Professor of Music* (1963)

B.S. in Music Education, University of Akron, 1957; B.Mus., Oberlin College,
1962; M.Mus., Northwestern University, 1963

JOHN W. DAY, *Assistant Professor of Biology* (1974)

B.A., Miami University, 1961; M.A., Miami University, 1964;
Ph.D., Iowa State University, 1972

MAXINE DE BRUYN - *Lecturer in Dance* (1965)

B.S., Michigan State University, 1959

The Faculty

JAMES A. DENNISON - *Assistant Professor of Communication* (1976)
A.B., Borromeo Seminary of Ohio, 1971;
M.A., Ohio State University, 1973

HERBERT L. DERSHEM - *Associate Professor of Mathematics and Computer Science and Chairman of the Department of Computer Science* (1969)
B.A., University of Dayton, 1965; M.S., Purdue University, 1967;
Ph.D., Purdue University, 1969

RUSSELL B. DE VETTE - *Associate Professor of Physical Education* (1948)
(1953) (1955)
A.B., Hope College, 1947; M.A., University of Michigan, 1948

JANE R. DICKIE - *Assistant Professor of Psychology* (1972)
B.A., Alma College, 1968; M.A., Michigan State University, 1970;
Ph.D., Michigan State University, 1973

LAMONT DIRKSE - *Professor of Education* (1964)
A.B., Hope College, 1950; M.A., Northwestern University, 1951;
Ed.D., Michigan State University, 1972

J. SIDNEY DOWNEY - *Instructor in Economics and Business Administration* (1975)
B.S., High Point College, 1970;
M.B.A., Indiana University, 1975

MICHAEL P. DOYLE - *Professor of Chemistry and Chairman of the Department*
(1968)
B.S., College of St. Thomas, 1964; Ph.D., Iowa State University, 1967

D. IVAN DYKSTRA - *Professor of Philosophy and Chairman of the Department* (1947)
A.B., Hope College, 1935; Th.B., Western Theological Seminary, 1938;
Ph.D., Yale University, 1945

ROBERT ELLSWORTH ELDER, Jr. - *Associate Professor of Political Science*
(1969)
B.A., Colgate University, 1964; M.A., Duke University, 1969;
Ph.D., Duke University, 1971

FRANCIS G. FIKE - *Associate Professor of English* (1968)
A.B., Duke University, 1954; M. Div., Union Theological Seminary, 1957;
M.A., Stanford University, 1958; Ph.D., Stanford University, 1964

DONALD V. FINN, JR. - *Associate Professor of Theatre* (1967)
B.A., University of Minnesota, 1962; M.A., University of Minnesota, 1967

JAY E. FOLKERT - *Professor of Mathematics* (1946)
A.B., Hope College, 1939; M.A., University of Michigan, 1940;
Ph.D., Michigan State University, 1955

The Faculty

PAUL G. FRIED - *Professor of History and Director of International Education* (1953)

A.B., Hope College, 1946; M.A., Harvard University, 1947;
Ph.D., Erlangen, Germany, 1949

DONALD M. FRIEDRICH - *Assistant Professor of Chemistry* (1975)

B.S., University of Michigan, 1966;
Ph.D., Cornell University, 1973

HARRY F. FRISSEL - *Professor of Physics* (1948)

A.B., Hope College, 1942; M.S., Iowa State University, 1943;
Ph.D., Iowa State University, 1954

CAROL JUTH GAVASSO - *Assistant Professor of Library Science* (1970)

B.A., Oakland University, 1968; M.S.L., Western Michigan University, 1969;
M.A., Western Michigan University, 1972

LARS I. GRANBERG - *Dean for the Social Sciences and Peter C. and Emajean Cook Professor of Psychology* (1947) (1960) (1975)

B.A., Wheaton College, 1941; A.M., University of Chicago, 1946;
Ph.D., University of Chicago, 1954; L.H.D., Northwestern College, 1975

ROBERT GRANT - *Assistant Professor of Library Science* (1970)

A.B., Wheaton College, 1966; M.S.L.S., Case-Western Reserve University, 1967; M.A., University of Windsor, Ontario, 1971

LAWRENCE J. GREEN - *Professor of Physical Education* (1952)

B.A., Central College, 1946; M.S., Drake University, 1950;
Ph.D., University of Iowa, 1955

ELDON D. GREIJ - *Associate Professor of Biology and Chairman of the Department* (1962) (1969)

B.S., State Teachers College at Valley City, North Dakota, 1959;
M.S., North Dakota State University, 1962;
Ph.D., Iowa State University, 1969

MICHAEL GRINDSTAFF - *Manager of Theater Facilities and Lecturer in Theatre* (1970)

B.A., Lycoming College, 1965; M.F.A., Pennsylvania State University, 1971

MELVIN W. HARJU - *Assistant Professor of Economics* (1971)

B.A., Knox College, 1963; M.A., University of Florida, 1968;
Ph.D., University of Florida, 1972

JANE HARRINGTON - *Visiting Instructor in English* (1975)

A.B., Hope College, 1958; M.A., University of Wisconsin, 1959

DOUGLAS L. HEEREMA - *Associate Professor of Economics* (1970)

B.A., Central College, 1961; M.A., University of Iowa, 1963;
Ph.D., University of Iowa, 1966

STEPHEN I. HEMENWAY - *Assistant Professor of English* (1972)

A.B., College of the Holy Cross, 1964; M.A., Boston College, 1967;
Ph.D., University of Illinois, 1972

The Faculty

BRYANT P. HICHA - *Assistant Professor of Physics* (1975)

B.S., Georgetown University, 1968;

Ph.D., University of Notre Dame, 1973

WILLIAM C. HILLEGONDS - *Collège Chaplain* (1965)

A.B., Hope College, 1949; B.D., Western Theological Seminary, 1951;

S.T.M., University of Dubuque, 1971

RENZE L. HOEKSEMA - *Professor of Political Science* (1971)

A.B., Hope College, 1948; M.A., Ph.D., Harvard University, 1956

JANTINA W. HOLLEMAN - *Associate Professor of Music* (1946)

B.A., Central College, 1943; M.A., Columbia University, 1946

JOHN W. HOLLENBACH - *Professor of English* (1945)

B.A., Muhlenberg College, 1934; M.A., Columbia University, 1935;

Ph.D., University of Wisconsin, 1941

JACK E. HOLMES - *Associate Professor of Political Science* (1969)

B.A., Knox College, 1963; M.A., University of Denver, 1967;

Ph.D., University of Denver, 1972

CHARLES A. HUTTAR - *Professor of English* (1966)

B.A., Wheaton College, 1952; M.A., Northwestern University, 1953;

Ph.D., Northwestern University, 1956

HOWARD M. IAMS - *Assistant Professor of Sociology* (1970)

A.B., Indiana University, 1967; A.M., University of Michigan, 1969;

Ph.D., University of Michigan, 1973

274 EUGENE C. JEKEL - *Professor of Chemistry* (1955)

A.B., Hope College, 1952; M.S., Purdue University, 1955;

Ph.D., Purdue University, 1964

R. DIRK JELLEMA - *Associate Professor of English and Chairman of the Department* (1964)

B.A., Calvin College, 1960; M.F.A., University of Oregon, 1964

ARTHUR H. JENTZ, Jr. - *Professor of Philosophy* (1962)

A.B., Hope College, 1956; B.D., New Brunswick Seminary, 1959;

Ph.D., Columbia University, 1965

DAVID KLEIN - *Professor of Chemistry* (1964) (1969)

B.A., Albion College, 1954; Ph.D., Case Institute of Technology, 1959

ANTHONY KOOIKER - *Professor of Music and Chairman of the Department* (1950)

B.Mus., Northwestern University, 1942; M.Mus., University of Rochester, 1944; Ph.D., University of Rochester, 1962

The Faculty

GEORGE KRAFT - *Associate Professor of Physical Education* (1967)

B.A., Wheaton College, 1962; M.S., Indiana University, 1965;
P.E.D., Indiana University, 1971

SANG H. LEE - *Associate Professor of Religion* (1970)

B.A., The College of Wooster, 1960; B.D., Harvard Divinity School, 1963;
Ph.D., Harvard University, 1972

JOSEPH W. MAC DONIELS - *Assistant Professor of Communication and
Chairman of the Department* (1972)

B.A., Culver-Stockton College, 1963; M.S. George Williams College, 1965;
Ph.D., University of Kansas, 1972

SHARON MAHOOD - *Assistant Professor of Communication* (1975)

B.A., University of Kansas, 1967; M.A., University of Minnesota, 1969;
Ph.D., University of Kansas, 1971

JAMES J. MALCOLM - *Dean for the Performing and Fine Arts and
Professor of Theatre* (1963) (1975)

A.B., Wheaton College 1953; B.D., Fuller Theological Seminary, 1956;
S.T.M., Union Theological Seminary, N.Y., 1962; Ph.D., University of
Minnesota, 1973

DAVID G. MARKER - *Provost, Professor of Physics, and Director of the
Computer Center* (1965)

B.A., Grinnell College, 1959; M.S. Pennsylvania State University, 1962;
Ph.D., Pennsylvania State University, 1966

BRUCE McCOMBS - *Assistant Professor of Art* (1969)

B.F.A., Printmaking, Cleveland Institute of Art, 1966;
M.F.A., Printmaking, Tulane University, 1968

WILLIAM RUSSELL McINTYRE - *Professor of Sociology and Chairman of the
Department* (1971)

B.A., Northwestern University, 1939; M.A., Northwestern University, 1940;
Ph.D., Northwestern University, 1951

GERHARD F. MEGOW - *Professor of German* (1959)

B.A., Indiana University, 1951; M.A., Indiana University, 1952;
Ph.D., Indiana University, 1959

DELBERT L. MICHEL - *Associate Professor of Art and Chairman of the
Department* (1964)

B.A., De Pauw University, 1961; M.F.A., State University of Iowa, 1964

NANCY SONNEVELDT MILLER - *Associate Professor of Education* (1968)

A.B., Hope College, 1962; M.A., University of Michigan, 1965;
Ph.D., Michigan State University, 1968

TERRY L. MOORE - *Assistant Professor of Music* (1975)

B.Mus., Indiana University, 1969;
M.M., The Catholic University of America, 1971

The Faculty

- JOYCE M. MORRISON - *Associate Professor of Music* (1962)
B.A., Augustana College, 1953; M.Mus., American Conservatory of Music, 1959; M.Mus., American Conservatory of Music, 1961
- JAMES P. MOTIFF - *Associate Professor of Psychology* (1969)
B.S., St. Norbert College, 1965; M.A., University of South Dakota, 1967; Ph.D., University of South Dakota, 1969
- JOAN E. MUELLER - *Professor of English and Chairman of the Department of Interdisciplinary Studies* (1960)
B.A., Ohio Wesleyan University, 1950; M.A., Ohio Wesleyan University, 1951; Ph.D., Ohio State University, 1959
- RONALD D. MULDER - *Assistant Professor of Sociology* (1975)
B.A., Northwestern College, 1971; M.A., University of Chicago, 1973
- WILLIAM S. MUNGALL - *Associate Professor of Chemistry* (1971)
B.A., State University of New York at Buffalo, 1967; Ph.D., Northwestern University, 1970
- DAVID G. MYERS - *Professor of Psychology* (1967)
B.A., Whitworth College, 1964; M.A., University of Iowa, 1966; Ph.D., University of Iowa, 1967
- THEODORE L. NIELSEN - *Associate Professor of Communication* (1975)
B.A., University of Iowa, 1955; M.A., University of Michigan, 1958; Ph.D., University of Wisconsin, 1971
- JACOB E. NYENHUIS - *Dean for the Humanities and Professor of Classics* (1975)
A.B., Calvin College, 1956; A.M., Stanford University, 1961; Ph.D., Stanford University, 1963
- 276 ROBERT PALMA - *Associate Professor of Religion* (1966)
B.A., Calvin College, 1956; B.D., Calvin Seminary, 1959; Ph.D., University of Edinburgh, 1970
- SANDRA PARKER - *Assistant Professor of Physical Education* (1967)
A.B., Hope College, 1965; M.A., Western Michigan University, 1971
- DANIEL PAUL - *Professor of Education* (1966)
A.B., Hope College, 1950; M.A., University of Michigan, 1957; Ed.S., Western Michigan University, 1964; D.Ed., Western Michigan University, 1973
- G. LARRY PENROSE - *Assistant Professor of History* (1970)
B.A., Portland State College, 1966; M.A., Indiana University, 1968; Ph.D., Indiana University, 1975
- MICHAEL B. PETROVICH - *Associate Professor of History* (1966) (1969) (1976)
University of Ljubljana, Yugoslavia, 1954; B.A., Shepherd College, 1960; M.A., University of Chicago, 1965; Ph.D., University of Chicago, 1974

The Faculty

- JAMES PIERS** - *Assistant Professor of Sociology* (1975)
B.A., Hope College, 1969; M.S.W., University of Michigan, 1972
- ORESTES GÓMEZ PINO** - *Adjunct Assistant Professor of Spanish* (1968)
B.A., Colorado State University, 1966;
M.A.T., Colorado State University, 1968
- LAMBERT J. PONSTEIN** - *Professor of Religion* (1952)
A.B., Hope College, 1948; B.D., Western Theological Seminary, 1952;
S.T.M., Oberlin College, 1959; D.Min., Vanderbilt University, 1974
- CHARLES L. POWELL** - *Adjunct Assistant Professor of Applied Linguistics* (1971)
B.Sc., Tuskegee Institute, 1952; M.A., University of Wyoming, 1955
- ALBERT JAMES PRINS** - *Professor of English* (1946)
A.B., Hope College, 1938; M.A., University of Michigan, 1939;
Ed.D. in English, University of Michigan, 1963
- GEORGE RALPH** - *Associate Professor of Theatre* (1966)
B.A., Stanford University, 1957; M.Div., Union Theological Seminary, 1960;
M.A., Northwestern University, 1966
- ELIZABETH REEDY** - *Preceptor in English** (1967)
B.A., Lake Forest College, 1961; M.A., Yale University, 1962;
Ph.D., Yale University, 1967
(on leave 1976-1977 academic year)
- ROBERT REINKING** - *Associate Professor of Geology* (1970)
B.S., Colorado College, 1963; M.S., University of Illinois, 1965;
Ph.D., University of Illinois, 1967
- WILLIAM REYNOLDS** - *Assistant Professor of English* (1971)
A.B., Xavier University, 1966; M.A., Columbia University, 1967;
Ph.D., University of Illinois in Urbana, 1971
- BARRIE RICHARDSON** - *Professor of Economics and Business Administration and Chairman of the Department* (1973)
B.A., Carleton College, 1955; M.B.A., Indiana University, 1956;
D.B.A., Indiana University, 1961
- JACK R. RIDL** - *Assistant Professor of English* (1971)
B.A., Westminster College, 1967; M.Ed., Westminster College, 1970
- NORMAN W. RIECK** - *Associate Professor of Biology* (1962)
A.B., Hope College, 1953; M.S., University of Michigan, 1956;
Ph.D., University of Michigan, 1957
- ROGER J. RIETBERG** - *Associate Professor of Music* (1954)
A.B., Hope College, 1947;
S.M.M., Union Theological Seminary, N.Y., 1949

*The title of Preceptor is given to those faculty members who wish to hold a non-rank designation in preference to one of the established academic ranks.

The Faculty

ROBERT RITSEMA - *Professor of Music* (1967)

A.B., Hope College, 1957; M.M., University of Michigan, 1959;
Ed.D. in Mus., University of Michigan, 1971

CARL F. SCHACKOW - *Associate Professor of Education* (1970)

B.S., Wittenberg University, 1959; M.S., Northern Illinois University, 1963;
Ph.D., Miami University, 1971

PETER J. SCHAKEL - *Associate Professor of English* (1969)

B.A., Central College, Iowa, 1963; M.A., Southern Illinois University, 1964;
Ph.D., University of Wisconsin, 1969

ANTONIA G. IGLESIAS SEARLES - *Assistant Professor of Spanish* (1970)

B.A., University of Salamanca, Spain; M.A., Escuela Normal Superior,
Salamanca, Spain; Licenciada en Filosofia y Letras, Universidad de
Salamanca, Spain; Diploma Lingua e Literatura Portuguesa, Universidade
de Coimbra, Portugal; Certificate in English, University of Cambridge,
Cambridge, England

STUART W. SHARP - *Associate Professor of Music* (1975)

B.Mus., Bucknell University, 1962; M.M., University of Michigan, 1963;
D.M.A., University of Kentucky, 1975

JOHN J. SHAUGHNESSY - *Assistant Professor of Psychology* (1975)

B.S., Loyola University, 1969; M.S., Northwestern University, 1971;
Ph.D., Northwestern University, 1972

FRANK C. SHERBURNE, Jr. - *Associate Professor of Mathematics* (1959)

B.S., University of Toledo, 1952; M.S., Michigan State University, 1956

78 RAYMOND E. SMITH - *Associate Professor of Physical Education* (1970)

B.S., University of California, Los Angeles, 1961;
M.A., Pasadena College, 1963

RICHARD L. SMITH - *Assistant Professor of Theatre and Chairman of the
Department* (1972)

B.F.A., University of Minnesota, 1969;
M.F.A., University of Minnesota, 1972

CHARLES A. STEKETEE - *Associate Professor of Mathematics* (1946)

A.B., Hope College, 1936; M.A., University of Michigan, 1937

GISELA STRAND - *Assistant Professor of German* (1969)

Abitur, St. Ursula Oberschule, Hannover, 1959;
M.A., University of Chicago, 1962; Ph.D., Vanderbilt University, 1973

WILSON STRAND - *Assistant Professor of History* (1969)

B.S., University of Nebraska, 1954; M.A., Columbia University, 1957;
Ph.D., Peabody College, 1967

The Faculty

LESLIE SWERTFAGER - *Visiting Instructor in Physical Education* (1975)
B.A., Kent State University, 1973; M.A., Indiana University, 1975

JOHN TAMMI - *Assistant Professor of Theatre* (1968)
B.A., Gustavus Adolphus College, 1963;
M.A., University of Minnesota, 1966

ELLIOT A. TANIS - *Professor of Mathematics and Chairman of the Department* (1965)
B.A., Central College, 1956; M.S., University of Iowa, 1960;
Ph.D., University of Iowa, 1963

NANCY TAYLOR - *Associate Professor of English* (1966)
B.A., Western Michigan University, 1957;
M.A., University of Wyoming, 1959

HENRY ten HOOR - *Professor of English* (1946)
B.A., Calvin College, 1938; M.A., University of Michigan, 1946;
Ed.D. in English, University of Michigan, 1963

J. COTTER THARIN - *Professor of Geology and Chairman of the Department* (1967)
B.S., St. Joseph College, 1954; M.S., University of Illinois, 1958;
Ph.D., University of Illinois, 1960

JAMES W. TOEVS - *Associate Professor of Physics* (1969)
B.S., University of Colorado, 1964;
Ph.D., California Institute of Technology, 1970

WILLIAM VANDERBILT - *Associate Professor of Physical Education and Chairman of the Department* (1967)
A.B., Hope College, 1961; M.A., University of Michigan, 1963;
Ph.D., University of Utah, 1971

RICHARD VANDERVELDE - *Associate Professor of Mathematics* (1967)
B.A., Simpson College, 1960; M.S., University of Iowa, 1962;
Ph.D., University of Iowa, 1967

F. PHILLIP VAN EYL - *Associate Professor of Psychology* (1959)
A.B., Hope College, 1955; M.A., Claremont Graduate School, 1958;
Ph.D., Claremont Graduate School, 1964

PAUL VAN FAASEN - *Associate Professor of Biology* (1963) (1969)
A.B., Hope College, 1956; M.S., Michigan State University, 1962;
Ph.D., Michigan State University, 1971

JOHN VAN IWAARDEN - *Associate Professor of Mathematics* (1961)
A.B., Hope College, 1957; M.A., University of Michigan, 1958

JAMES D. VAN PUTTEN, Jr. - *Professor of Physics and Chairman of the Department* (1967)
A.B., Hope College, 1955; M.A., University of Michigan, 1957;
Ph.D., University of Michigan, 1960

The Faculty

GLENN L. VAN WIEREN - *Assistant Professor of Physical Education* (1966)
(1973)

A.B., Hope College, 1964; M.A., Western Michigan University, 1968;
Ed.D., Brigham Young University, 1973

GORDON J. VAN WYLEN - *President and Professor of Physics* (1972)

A.B., Calvin College, 1942; B.S.E., University of Michigan, 1942;
M.S., University of Michigan, 1947; Sc.D., Massachusetts Institute of
Technology, 1951; Litt.D., Hope College, 1972

ALLEN VERHEY - *Assistant Professor of Religion* (1975)

B.A., Calvin College, 1966; B.D., Calvin Theological Seminary, 1969;
Ph.D., Yale University, 1975

JUDITH A. VICKERS - *Assistant Professor of French* (1969)

B.A., Purdue University, 1962; M.A., University of Illinois, 1964; Diplôme
de Littérature Française Contemporaine, Université de Paris, 1967

ROBERT C. VICKERS - *Professor of Art* (1969)

B.A., State University College Geneseo, New York, 1947;
M.A., Columbia University, 1949

HENRY VOOGD - *Professor of Religion and Chairman of the Department* (1947)

A.B., Hope College, 1941; B.D., Western Theological Seminary, 1944;
Th.D., Princeton Theological Seminary, 1947

RALPH W. VUNDERINK - *Assistant Professor of Religion* (1975)

B.A., Calvin College, 1960; B.D., Calvin Theological Seminary, 1963;
M.A., University of Chicago, 1965; Ph.D., University of Chicago, 1969

JOHN C. WATSON - *Director of the Computer Center and Lecturer in Computer
Science* (1976)

B.S., Boston University, 1957; M.S., New York University, 1961

ALLAN WEAR, C.P.A. - *Lecturer in Economics and Business Administration* (1975)

HUBERT WELLER - *Professor of Spanish* (1962)

B.A., University of Michigan, 1956; M.A., Indiana University, 1958;
Ph.D., Indiana University, 1965

MEROLD WESTPHAL - *Professor of Philosophy* (1976)

B.A., Wheaton College, 1962; M.A., Yale University, 1965;
Ph.D., Yale University, 1966

F. SHELDON WETTACK - *Dean for the Natural Sciences and Professor of
Chemistry* (1967)

B.A., San Jose State College, 1960; M.A., San Jose State College, 1962;
Ph.D., University of Texas, 1968

BROOKS WHEELER - *Assistant Professor of Classical Languages* (1968)

B.A., Dartmouth College, 1964; M.A.T., Harvard University, 1965;
M.A., University of Michigan, 1967

The Faculty

NANCY WHEELER - *Lecturer in Classical Languages* (1968) (1972)
B.A., Indiana University, 1964; A.M., Indiana University, 1966;
A.M., University of Michigan, 1968

JOHN WHITTLE - *Assistant Professor of Mathematics and Computer Science* (1966)
B.A., Western Kentucky University, 1962;
M.A., Western Kentucky University, 1963

DONALD H. WILLIAMS - *Professor of Chemistry* (1969)
B.S., Muskingum College, 1960; Ph.D., Ohio State University, 1964

JOHN M. WILSON - *Assistant Professor of Art* (1971)
B.A., St. Olaf College, 1955; M.A., University of Minnesota, 1964

JAMES ZOETWEY - *Associate Professor of Political Science and Chairman of the Department* (1966)
B.A., Calvin College, 1960; M.A., University of Colorado, 1968;
Ph.D., University of Colorado, 1971

Part-time Teaching Associates

HELEN DAUSER - *Music* (1968)

JAMES DE BORST - *Political Science* (1973)
A.B., Calvin College; M.A., Ph.D., University of Michigan

MALLIE FINN - *Theatre* (1969)
B.S., University of Minnesota

BRUCE FORMSMA - *Music* (1974)
A.B., B.Mus., Hope College

CAROLYN GRINDSTAFF - *Theatre* (1971)
B.A., Lycoming College

FRANCIS H. HOPPER - *Music* (1972)
B.Mus., M.Mus., University of Michigan; D.S.M., Union Theological Seminary

JOHN JACKSON - *Music* (1971) (1974)
B.Mus., Western Michigan University

MARY JELLEMA - *English* (1968)
B.A., Calvin College; M.A., Ohio State University

JOHN KLUNGLE - *Communication* (1966)

ROBERTA KRAFT - *Music* (1975)
B.M.E., Wheaton College; M.M., Indiana University

CALVIN LANGEJANS - *Music* (1959)
A.B., Hope College; M.Mus., University of Michigan

The Faculty

LARRY MALFROID - *Music* (1974)

HAROLD MIKLE - *Communication* (1962)

B.A., Western Michigan University; M.A., University of Michigan

BRIAN MINOR - *Music* (1974)

B.Mus., M.Mus., Northwestern University

BRUCE NECKERS - *Business Administration* (1973)

A.B., Hope College; J.D., Ohio State College of Law

ANITA NOUGIER - *Assistant Director, Grenoble Program* (1970)

Licence es-Lettres, University of Grenoble, 1969;

Maitrise es-Lettres, University of Grenoble, 1970. Currently teaching at the Centre d'Etudes Universitaires of the University of Grenoble.

JEAN-PIERRE NOUGIER - *Director, Grenoble Program* (1970)

Licence es-Lettres, University of Grenoble, 1958;

Diplôme d'Etudes Supérieures, University of Lyon, 1959;

CAPES, University of Paris (Sorbonne), 1959; Agrégation, University of Paris, (Sorbonne), 1966. Currently teaching in the Department of Modern Languages at the University of Grenoble

DAVID B. OSBORNE - *Communication* (1971)

JONATHAN OSBORNE - *Sociology* (1974)

A.B., Hope College; M.S.W., Western Michigan University

ELEANOR PALMA - *Music* (1973)

A.B., Calvin College

282 FRANK S. QUIRING - *Director of Laboratory Program of the Summer Chemistry Implementation Project* (1964)

A.B., Bethel College; M.S., University of Kansas

RICH RAHN - *Theatre and Dance* (1972)

MAURA REYNOLDS - *English* (1974)

B.A., M.A., University of Illinois

EDWARD RIFFEL - *Dance* (1974)

MARGARET SHERMAN - *Music* (1973)

B.Mus., Hope College

BURR TILLSTROM - *Theatre* (1973)

Litt.D., Hope College

JOHN TYSSE - *Business Administration* (1973)

A.B., Hope College

The Faculty

KENNETH VANDERWOUDE - *Psychology* (1972)
A.B., Calvin College; M.A., Ph.D., Loyola University

DALE VAN LENTE - *Business Administration* (1962)
B.S., University of Michigan

GAIL WARNAAR - *Music* (1965)
B.Mus., Central Michigan; M.Mus., Michigan State University

HELEN WESTRA - *English* (1974)
B.A., Calvin College; M.A., University of Michigan

JULIE WORKING - *Music* (1973)
A.B., Hope College

GEORGE WOSHAKIWSKY - *Music* (1974)
B.Mus., Julliard School of Music

Upward Bound Program

ANTONIO FLORES - *Director* (1973)
B.A., Centro Normal, Guzman, Mexico

ALBERTO SERRANO - *Project Assistant* (1975)
B.A., Michigan State University, 1975

Philadelphia Urban Semester - 1974 Faculty and Staff

STEVENS E. BROOKS - *Director* (1968) (1974)

ROBERTA G. DeHAAN - *Staff Instructor* (1970)

EMMA B. FISHER - *Housing Coordinator, Secretary* (1969)

DAVID L. POTTER - *Visiting Faculty from Denison University* (1974)

MARTIN I. SCHERR - *Staff Instructor* (1973)

ANNA BELLE WOODFIN - *Staff Instructor* (1973)

ADMINISTRATIVE OFFICERS

President of the College

GORDON J. VAN WYLEN* - *President and Professor of Physics* (1972)

Academic Administration

DAVID G. MARKER* - *Provost and Professor of Physics* (1965)

LARS I. GRANBERG* - *Dean for the Social Sciences and Peter C. and Emajean Cook Professor of Psychology* (1947) (1960) (1975)

JAMES J. MALCOLM* - *Dean for the Performing and Fine Arts and Professor of Theatre* (1963) (1975)

JACOB E. NYENHUIS* - *Dean for the Humanities and Professor of Classics* (1975)

F. SHELDON WETTACK* - *Dean for the Natural Sciences and Professor of Chemistry* (1967)

PAUL G. FRIED* - *Director of International Education and Professor of History* (1953)

JON J. HUISKEN - *Registrar* (1969)
B.A., Calvin College

Admissions

THOMAS D. LA BAUGH - *Director* (1971)
B.A., Kenyon College; M.B.A., Central Michigan University

CHRIS LOHMAN - *Office Manager* (1974)
A.B., Hope College

PHILLIP R. TOPPEN - *Associate Director* (1970)
A.B., Hope College; M.Ed., Rollins College

MARK DE ROO - *Assistant Director* (1973)
A.B., Hope College

BILL VANDENBERG, III - *Admissions Counselor and Eastern Representative* (1968)
A.B., Hope College

CLAIRE VANDER MEULEN - *Assistant Director* (1975)
A.B., Hope College

*See faculty listing for degrees.

Administration

Business and Financial Administration

WILLIAM K. ANDERSON - *Vice President for Business and Finance* (1966)
B.S., Ferris State College

BARRY L. WERKMAN - *Business Manager and Director of Campus Planning*
(1967)
A.B., Hope College; M.S., University of Wyoming

WARREN M. FALOON - *Accountant* (1972)
B.S., Ferris State College

BRUCE HIMEBAUGH - *Director of Financial Aid* (1970)
B.A., M.A., Western Michigan University

RUTH A. OVERWEG - *Accountant* (1967)
A.A.S., Ferris State College

Business Services

RICHARD HANSEN - *Superintendent of Buildings and Grounds* (1968)

EMERY BLANKSMA, Jr. - *Director of Maintenance Services* (1970)

MARTIN C. STRANG - *Groundskeeper* (1970)
B.S., Michigan State University

MARK COOK - *Book Store Manager* (1973)

GLENN BAREMAN - *Director of Public Safety* (1972)

College and Alumni Relations

THOMAS L. RENNER - *Director of College Relations* (1967)

EILEEN BEYER - *Editorial Assistant* (1974)

VERN J. SCHIPPER - *Associate Director of College Relations for Alumni Affairs*
(1973)
A.B., Hope College; M.A., Michigan State University

Computer Center

JOHN C. WATSON* - *Director of the Computer Center* (1976)

GAIL BUIS - *Programmer* (1973)

DAVID MACIAS - *Operations Manager* (1975)

FREDERICK PROSE - *Systems Programming Manager* (1974)
A.B., Calvin College

LYLE VELDHEER - *Computer Programmer-Analyst* (1970)
B.S., Michigan State University

*See faculty listing for degrees.

Administration

KENNETH VINK - *Assistant Director for Administrative Data Processing* (1965)
B.S., Calvin College

Development Office

ROBERT N. DE YOUNG - *Vice President for Admissions, College Relations and Development* (1965)
A.B., Hope College; M.A., Western Michigan University

JEANNE MCCARTHY - *Manager of Records, Research, and Acknowledgements* (1974)

JOHN NORDSTROM - *Director of Annual Funds* (1975)

KURT VAN GENDEREN - *Director of Donor Financial Planning* (1974)
A.B., Hope College; M.B.A., Dartmouth

RAY VAN TUINEN - *Development Officer* (1974)
B.S., Northwestern University

Director of Laboratories and Equipment Centers

HENRY BIERLING - *Director of Chemistry Laboratories* (1969)
A.B., Hope College

STEVEN D. STEENWYK - *Director of Physics Laboratories* (1974)
B.S., Calvin College

NORMAN JAPINGA - *Physical Education Equipment Manager* (1968)

JOHN KLUNGLE - *Director of Academic Equipment Center* (1966)

Library

ROBERT GRANT* - *Assistant Professor of Library Science* (1970)

CAROL GAVASSO* - *Assistant Professor of Library Science* (1970)

LEONA NYKERK - *Serials Technician* (1966)
B.S., Michigan State University

DAWN VAN ARK - *Acquisitions Technician* (1971)
A.B., Hope College

LINDA VISSCHER - *Technical Services Technician* (1970)
A.B., Hope College

MARILYN WELCH - *Bibliographic Technician* (1971)
B.A., Ohio University

*See faculty listing for degrees.

Administration

ANDREW VANDER ZEE - *Archivist* (1963)

B.A., Calvin College, 1933; M.A., University of Michigan, 1942;
M.A. in L.S., Western Michigan University, 1962

Student Personnel Services

MICHAEL GERRIE - *Dean of Students* (1967)

B.A., University of Dubuque

GARRET DEMAREST III - *Co-ordinator of Staff Selection and Training* (1971)

B.A., Cornell University; M.A., Michigan State University

WILLIAM C. HILLEGONDS* - *College Chaplain* (1965)

DAVID J. VANDERWEL - *Associate Dean of Students* (1971)

A.B., Hope College; M.Div., Western Theological Seminary

ELAINE VAN LIERE - *Co-ordinator of Student Residences* (1973)

A.B., Hope College, 1973

COUNSELING, CAREER PLANNING & PLACEMENT

ORESTES GOMEZ PINO* - *Minority Student Advisor* (1968)

SARAH SCHENDEL - *Director of Counseling Services* (1973)

B.A., Ottawa University; M.A., Michigan State University

MYRA ZUVERINK - *Director of Placement* (1966)

A.B., Hope College

HEALTH SERVICES

SHARON BLANKSMA - *Director of Health Services* (1973)

R.N., Butterworth Hospital

RUTH DYKE - *Clinic Assistant* (1969)

R.N., Butterworth Hospital

BEVERLY MULDER - *Clinic Assistant* (1973)

R.N., Hackley Hospital

FOOD SERVICE

STEVE HILLIGAN - *Director of Food Service* (1976)

KEITH BROWNING - *Food Service Manager* (1975)

DAVID VAN DELLEN - *Food Service Manager* (1967)

*See faculty listing for degrees.

Administration

Administrative Office Staff

President	Charlotte Mulder, administrative assistant (1953)
Provost	Marianne Orzechoski, executive secretary (1966)
Dean for the Arts	Joyce Smith, executive secretary (1973)
Dean for the Humanities	Roxanne Snell, secretary (1975)
Dean for the Social Sciences	Roxanne Snell, secretary (1975)
Dean for the Natural Sciences	Martha Orrick, part-time secretary (1976)
Dean of Students	Kay Bouwman, secretary (1974)
Director of International Education	Carolyn Bareman, secretary (1973)
	Alma Scarlett, manager, Office of International Education (1961)
Registrar	
Vice President for Business and Finance	Judy Brake, secretary (1974)

ADMISSIONS OFFICE

	Chris Lohman, in-office coordinator (1974)
	Carol Kimmons, receptionist (1975)
	Myra Kruithof, data processing coordinator (1974)
	Helen Voogd, applications analyst and statistician (1966)
	Lori Wiersema, special programs coordinator (1974)
	Judith Nauta, autotypist (1975)

BOOKSTORE

	Dorothy Plasman, assistant manager (1966)
	Erma Nykamp, clerk (1969)
	Jeanne Goodyke, clerk (1973)
	Shirley Japinga (1975)
	Susanne Smith (1975)
	Randy Braaksma (1976)

BUSINESS OFFICE

	Debbie Jordan, student accounts receivable clerk (1974)
	Susan Baker, accounting clerk (1974)
	Nancy TerHaar, financial aid clerk (1971)
	Donna McConnell, purchasing (1974)
	Gracie Wong, accounts payable clerk (1974)
	Ada Kole, switchboard operator (1964)
	Gloria Kuipers, switchboard operator (1969)
	Patricia Nienhuis, cashier (1974)
	Janet Plakke, payroll (1964)
	Marlene Ross, switchboard operator (1973)
	June Rowan, switchboard operator (1970)
	Evelyn Ryan, secretary (1966)
	Jean Wehrmeyer, switchboard operator (1973)

FINANCIAL AID OFFICE

	Peggy Smith, secretary (1975)
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COMPUTER CENTER

	Maria Tapia, data entry supervisor (1967)
	Diane Brummel, secretary (1975)

PUBLIC SAFETY

	Jackie Hoerig, secretary (1976)
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Administration

SECRETARIAL SERVICES

Rose Kraker, secretary (1971)
Sandy Tasma, secretary (1973)

ACADEMIC DEPARTMENTAL OFFICES

Art	Myra Jordan, secretary (1973)
Biology	Beverly Kindig, secretary (1973)
Chemistry	Norma Plasman, secretary (1968)
Communication	Carol Boeve, secretary (1974)
Economics and Business Administration	Marion Lindeman, secretary (1973)
Education	Dawn Van Dort, secretary (1975)
English	Maryam Komejan, secretary (1974)
Foreign Languages	Leona Plasman, secretary (1959)
Geology	Joyce Plewes, secretary (1969)
History	Dorothy Boer, secretary (1965)
Music	Berna Deane Faber, library aide (1966)
	Sue Nolan, secretary (1975)
	Jane Peterson, secretary (1973)
Physical Education	
Computer Science-Mathematics-Physics	Maxine Mesbergen, secretary (1972)
Psychology	Joyce Smith, executive secretary (1973)
Theatre	Marcia Kladder, part-time secretary (1976)

DEVELOPMENT OFFICE

Esther Flowerday, development secretary (1962)
Phyllis Kleder, alumni assistant (1974)
Becky Semeyn, college relations (1974)

DEVELOPMENT RECORDS AND RESEARCH

Alice Anderson, pledge clerk (1975)
Sue Hermance Fedak, statistician (1975)
Laurie Lane, secretary (1975)

LIBRARIES

Gladys Lumbert, circulation clerk (1970)
Marjorie Walcott, Secretary (1966)
BernaDeane Faber, circulation clerk (1966)
Karen Kaake, circulation clerk (1975)
Gladys Lumbert, circulation clerk (1970)
Marjorie Walcott, secretary (1966)

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RECORDS OFFICE

Betty Wessels, records supervisor (1967)
Marilyn Brouwer, clerk (1969)

STUDENT PERSONNEL SERVICES

Sophie Hamberg, secretary Center for Counseling,
Career Planning and Placement, and Campus Life (1973)

Administration

WOMEN'S LEAGUE FOR HOPE COLLEGE (1976)

President.	Mrs. Harvey Koop 4710 South Street, Box 114, Hamilton, Michigan 49419
1st Vice President.	Mrs. Harrison Visscher 2244 Heather S.E., Grand Rapids, Michigan 49506
2nd Vice President.	Mrs. Ted Boeve 629 Washington Avenue, Holland, Michigan 49423
Recording Secretary	Mrs. Barbara Otte 6426 Trotwood, Kalamazoo, Michigan 49002
Corresponding Secretary	Mrs. Lawrence Green 54 East 12th Street, Holland, Michigan 49423
Treasurer.	Mrs. Tom Vander Kuy 672 Larkwood Drive, Holland, Michigan 49423
Assistant Treasurer	Mrs. Harley Brown 360 West Maerose, Holland, Michigan 49423
College Representative	Mrs. Gordon Van Wylen 92 East 10th Street, Holland, Michigan 49423
1976 Village Square Chairman	Mrs. Robvert Westerhoff 2458 Maplewood Drive S.E., Grand Rapids, Michigan 49506

ALUMNI ASSOCIATION

BOARD OF DIRECTORS, 1975-76

President.	Rev. Jack Hascup
Vice President	Mrs. Elsie Lamb
Treasurer.	William K. Anderson
Office of College Relations.	Tom Renner
	Vern Schipper

DIRECTORS

Kurt E. Avery	Evanston, Illinois
Claire Campbell Boersma	Holland, Michigan
Gene C. Campbell	Grand Rapids, Michigan
Ann Wolters Fredrickson	Clearwater, Florida
Marjorie Lucking French	Birmingham, Michigan
Jack Hascup	Glen Head, New York
Myron Hermance	Schenectady, New York
Warren Kane	Arlington, Virginia
Elsie Parsons Lamb	Hamilton, Michigan
Robert J. Moolenaar	Midland, Michigan
James Stegenga	Sacramento, California
John H. Ver Steeg	Kalamazoo, Michigan
William Welmers	Los Angeles, California
Thom Wombwell	Somerville, Massachusetts
Robert De Young, ex officio	Vice President

Hope Alumni are represented in all fifty states and in more than fifty foreign countries. Organized in 1867, the Alumni Association numbers approximately 12,000 members. The Association has several regional clubs, a professional chapter for men and women in science and a club for athletic letter men. Robert Moolenaar is chairman of the Science Chapter: Rev. Gordon Van Hoeven of Spring Lake, Michigan heads the Alumni Varsity H Club. Regional groups are organized in Albany-Schenectady, Southern California, Cleveland, Detroit, Kalamazoo, Muskegon, Washington, D.C. Women graduates of Hope are eligible for membership in the American Association of University Women.

The quarterly *Hope Magazine* and *News From Hope College* inform alumni and friends of the activities and achievements of Hope men and women. It also reflects and interprets the role of the College today. An *Alumni Directory* is published every five years.

The College maintains a spacious home on campus which serves as a guest house. The office staff keeps up-to-date alumni records. The staff welcomes visits, correspondence, changes of address, and news of promotions, new positions, and of work being done in post graduate schools. The goal of the alumni office is to promote communication and good relations between the alumni and their Alma Mater. Two special days programmed for the return of alumni to the campus are Homecoming in October and Alumni Day, the Saturday before Commencement in May. The latter features class reunions and an annual alumni dinner. Alumni who have been selected for Distinguished Alumni Awards are announced at the annual dinner. Selections are made on the basis of contributions to society, interest in the College, and financial assistance to the College.

HONORS AND AWARDS

Graduation Honors

Graduation honors will be conferred according to the following regulations:

The degree of Bachelor of Arts, Summa Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.87 quality points.

The degree of Bachelor of Arts, Magna Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.6 quality points.

The degree of Bachelor of Arts, Cum Laude, will be conferred upon such as have met all the requirements and have attained an average of 3.3 quality points.

In no case will an honor degree be awarded to any student who has not taken at least two years of full time course work in residence at Hope.

Special Awards

J. ACKERMAN COLES DEBATING PRIZES - Gold keys given to upper-class debators who have achieved special distinction in Pi Kappa Delta.

ADELAIDE PRIZE IN ORATORY - A cash award to the winner of an oratorical contest open to all women students on the campus.

GEORGE BIRKHOFF, JR. PRIZE - A cash award to the student submitting the best work in a designated area of English.

PETER BOL AWARD - A cash award given to the upperclass student who in the estimation of the Personnel Deans and Counseling Staff has made signal contribution in counseling and helping underclass students and who gives promise of a career of service to youth.

THE LAURA ALICE BOYD MEMORIAL AWARD IN GERMAN - A cash award to the senior German major whose interest and achievement in the German language and literature has been most significant.

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CLASS OF '65 POLITICAL SCIENCE PRIZE - A cash award to be given to the graduating senior who has excelled in the classroom and, in the judgment of the political science faculty, possesses those qualities of character and personality which give promise of a useful career in public service.

MARGARET OTTE DE VELDER PRIZE - A cash award to the junior student who, in the judgment of the political science faculty, has demonstrated unusual interest and promise in political science.

RAY DE YOUNG HISTORY PRIZE - A cash award to the senior student whose interest, achievement, and promise in history, as indicated by his academic record and a significant piece of historical research, most merit the award.

E.I. du PONT AWARD FOR UNDERGRADUATE RESEARCH IN CHEMISTRY - A cash award to the student who has done the most outstanding research in chemistry.

WILLIAM B. EERDMANS POETRY PRIZE - A cash award for the best creative writing done in poetry during the current year.

WILLIAM B. EERDMANS PROSE PRIZE - A cash award for the best creative writing done in prose for the current year.

Honors and Awards

ALMON T. GODFREY PRIZE IN CHEMISTRY - A cash award to the senior student chosen the outstanding student in chemistry.

THE JEANETTE GUSTAFSON MEMORIAL GIFT - An award to the most deserving graduating student of the Psychology-Sociology Major Program, chosen on the following basis: ability to demonstrate academic achievement, voluntary involvement in organizations aimed at aiding the community and/or the College, and promise for significant contribution to the helping professions.

ROLF ITALIAANDER JUNIOR PRIZES FOR HISTORY OR POLITICAL SCIENCE - A cash award to a student in the junior class who has shown superior achievement and promise in the area of studies toward the betterment of international and/or racial understanding as demonstrated in an essay on a topic assigned for the year by the department of history or political science. One copy of the essay is to be given to the donor, who will not act as one of the judges. Books written by Mr. Italiaander will be given to second and third-place winners.

THE ALLAN C. KINNEY MEMORIAL FUND - Provides an annual cash award to the outstanding graduating senior majoring in economics or business administration. The winner will be selected by the faculty members teaching in these areas on the basis of scholarship, contribution to campus life and promise of an outstanding career.

THE CHARLES E. LAKE MEMORIAL PRIZE IN PHILOSOPHY - A cash award to that philosophy major in the senior class judged by the Department to be most deserving. Established in recognition of Charles Lake's scholarly abilities, character and Christian commitment by his family, friends, and the First Reformed Church of Three Oaks, Michigan.

ALBERT E. LAMPEN MATHEMATICS PRIZE - A cash award to the senior student chosen the outstanding student in mathematics.

ROBERT L. MELKA MEMORIAL AWARD - A cash prize awarded annually to a freshman or sophomore for an essay in European history that is judged superior by the department of history.

HERMAN MILLER ART AWARD - A book award given to a senior most deserving of recognition and encouragement for creative work in the field of visual arts.

THE MABEL NIENHUIS AWARD IN APPLIED MUSIC - An award in applied music given to three music majors, who at the close of their freshman year receive the highest rating in their jury examinations. One award each will be given in the areas of keyboard, voice, and instrumental music to be used for the applied music fees during the sophomore year.

THE LINDA D. PALMER MEMORIAL AWARD IN FRENCH - An award, in the memory of Dr. Linda D. Palmer, Assistant Professor of French, 1966-1971, to the student who, having studied in a French speaking country, demonstrates the greatest promise of excellence in the teaching of French.

PATTERSON MEMORIAL PRIZE IN BIOLOGY - A cash award to a superior student with a major interest in biology, whom the Hope College faculty deems most worthy.

PIETENPOL PRIZE - A cash award to the senior student who gives promise of greatest success in the Christian ministry.

Honors and Awards

POST JEWELRY MUSIC AWARDS - Gold keys to senior members of the Chapel Choir who have been active members for at least three years and have done outstanding service.

THE MARGUERITE PRINS FRENCH AWARD - A cash award to the senior whose interest and achievement in the study of the French Language and Literature has been the most significant.

MARTIN N. RALPH AWARD IN SPANISH - A cash award to the junior or senior whose achievement in the Spanish language and literature has been most significant.

A. A. RAVEN PRIZES IN ORATORY - Cash awards for the two best orations on a subject of patriotic nature delivered by men students of Hope College.

METTA J. ROSS HISTORY PRIZE - A cash award to the junior student whose interest, achievement, and promise in history, as indicated by academic record and career plans, in the judgment of the history faculty, most merit recognition.

SANDRENE SCHUTT AWARD FOR PROFICIENCY IN LITERATURE - A cash award to be presented to the senior who has shown outstanding proficiency in English Literature and who expresses the intention of entering the profession of teaching English Literature.

SENIOR BIBLICAL AWARDS - Cash awards to senior students who have exhibited superior ability in the field of Biblical study.

SIXMA XI SENIOR RESEARCH AWARD - A cash award given to that senior who, in the opinion of a committee of Sigma Xi members, has made the most noteworthy contribution to research in the sciences while an undergraduate at Hope.

SIGMA XI SENIOR RESEARCH AWARD - A cash award to that senior, who in the opinion of a committee of Sigma Xi members, has made the most noteworthy contribution to research in the sciences while an undergraduate at Hope College.

SLOAN-STEGEMAN AWARD - A cash award to a senior student who displays promise of greatest success in the field of Christian world missions.

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SOUTHLAND AWARD FOR WOMEN - A gold medal to the senior who, in the judgment of a faculty committee, has maintained the highest standard of scholarship in several fields, character, and usefulness during the four years of her college course.

CHRISTOPHER JAMES STRINGER MEMORIAL AWARD - A cash award to a deserving junior or senior selected by the psychology department staff as showing promise of becoming an outstanding psychology student.

OTTO VAN DER VELDE ALL CAMPUS AWARD - A gold medal to the senior man chosen for his outstanding contribution to the college in athletics, scholarship and participation in student activities.

JOHN RICHARD VANDER WILT AWARD - A cash award to a deserving student who, in the judgment of the religion faculty, gives promise of a dedicated service as a minister or missionary.

THE EGBERT WINTER EDUCATION AWARDS - Cash prizes to the young man and the young woman in the senior class who gives promise of making the most significant contributions in the field of teaching.

DOUWE B. YNTEMA PRIZE - A cash award to the senior student who has been chosen the outstanding student in physics.

Honors and Awards

Fellowship Nominations

MICHIGAN COLLEGE FELLOWSHIP - The University of Michigan has established fellowships which are awarded annually to a selected number of colleges in Michigan. The faculty of Hope College nominates an outstanding member of the graduating class to be the recipient of this fellowship award for graduate study at the University of Michigan.

MICHIGAN COLLEGE SCHOLARSHIP - Hope College annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for graduate study in the School of Business Administration at the University of Michigan.

ACCREDITATION

Hope College is accredited by the North Central Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the American Association of University Women, the American Chemical Society, the National Association of Schools of Art, and the National Association of Schools of Music.

MEMBERSHIPS

Hope College maintains membership in the American Council on Education, and Association of American Colleges, the American Association of Colleges for Teacher Education, the Michigan Association of Independent Colleges and Universities, the Great Lakes Colleges Association, and the Mathematical Association of America.

ENROLLMENT REPORT

September 30, 1975

	Men	Women	Total
Freshmen	304	316	620
Sophomores	329	289	618
Juniors	284	248	532
Seniors	167	161	328
Specials	84	93	177
TOTAL	1168	1107	2275

Geographical Distribution of Students

The United States and Territories:

Michigan	1404	Indiana	35
New York	183	Pennsylvania	32
New Jersey	189	Virginia	17
Illinois	173	Wisconsin	17
Ohio	43	California	14

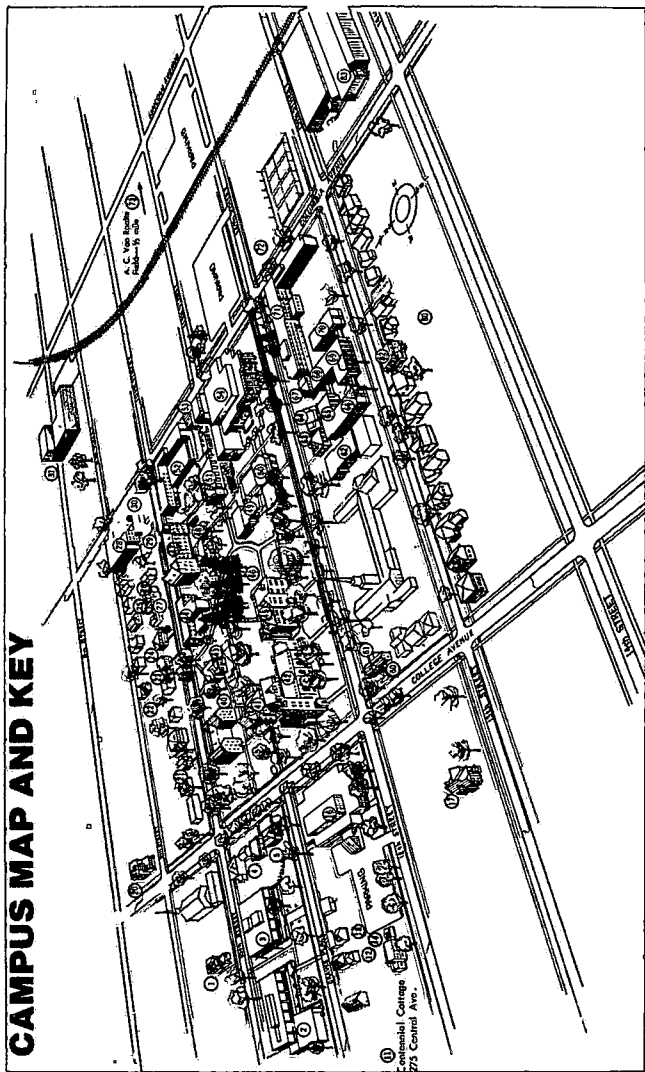
Also:

Alabama	Iowa	Oklahoma
Arizona	Kentucky	Oregon
Colorado	Maine	Puerto Rico
Connecticut	Maryland	Rhode Island
Dist. of Columbia	Massachusetts	Texas
Florida	Minnesota	Virginia
Georgia	Missouri	West Virginia
Hawaii	Montana	
Idaho	New Mexico	

Foreign Countries Represented:

Austria	Hong Kong	Nigeria
Canada	Indonesia	Peru
Colombia	Iran	Qatar
Cuba	Japan	Rhodesia
Ethiopia	Jordan	Saudi Arabia
France	Malaysia	Spain
Germany	Mexico	Venezuela
Greece	Netherlands	

CAMPUS MAP AND KEY



- 69. Fraternal Hall, 119 E. 13th St.
- 16. Geology Dept., Peale Center
- 32. Gilmore Cottage, 32 Graves Pl.
- 30. Graves Hall, 143 E. 10th St.
- 41. Health Clinic, 66 E. 12th St.
- 61. History Dept., Lubbers Hall
- 40. Hope-Genova Bookstore, De Witt Center
- 54. International Education, Voorhees Hall
- 13. Kleis Cottage, 36 Graves Pl.
- 53. Knickerbocker Hall, 264 Columbia Ave.
- 71. Kollen Hall, 140 E. 12th St.
- 70. Lichy Hall, 129 E. 13th St.
- 47. Lubbers Hall for Humanities and Social Sciences, 130 E. 10th St.
- 45. Mailing and Secretarial Services Center, Van Raalte Hall
- 37. Maintenance Dept., 174 E. 8th St.
- 60. Mandeville Cottage, 126 E. 12th St.
- 2. Mathematics Dept., Physics Main Hall
- 29. Meyer Cottage, 135 E. 10th St.
- 49. Music Dept., Nykerk Hall of Music
- 49. Nykerk Hall of Music, 127 E. 12th St.
- 16. Peale Science Center
- 52. Phelps Hall, 130 E. 10th St.
- 42. Philosophy Dept., Chapel
- 83. Physical Education Center (Proposed)
- 51. Physical Education Dept., Gymnasium
- 2. Physics Mathematics Hall, 37 Graves Pl.
- 2. Physics Dept., Physics Main Hall
- 46. Pine Grove, Center of Main Campus
- 45. Political Science Dept., Van Raalte Hall
- 43. President's Home, 92 E. 10th St.
- 45. President's Office, Van Raalte Hall
- 16. Provost, Van Raalte Hall
- 20. Psychology Dept., Peale Center
- 45. Reese Cottage, 65 E. 9th St.
- 45. Registrar, Van Raalte Hall
- 40. Religion Dept., Lubbers Hall
- 31. Rusk Building, 174 E. 8th St.
- 41. School Meditation Chapel, Graves Hall (ground floor)
- 49. Snow Auditorium, Nykerk Hall of Music
- 54. Steffens Cottage, 37 E. 10th St.
- 1. Studio Theatre, De Witt Center
- 24. Taylor Cottage, 111 E. 10th St.
- 72. Tennis Courts, Columbia & 12th St.
- 54. Theatre Dept., De Witt Cultural Center
- 73. Van Drzer Cottage, 131 E. 10th St.
- 27. Van Raalte Athletic Fields, 11th St. at Fairbanks Ave.
- 45. Van Raalte Hall, 85 E. 12th St.
- 48. Van Vleck Hall, Pine Grove
- 3. Van Zoeren Library, 43 Graves Pl.
- 40. Voorhees Hall, 72 E. 10th St.
- 80. Wemmers House, 135 E. 14th St.
- 50. Wynand Wichers Auditorium, Nykerk Hall of Music
- 62. Zwemer Hall, 86 E. 12th St.

• Student Housing

- 82. Administration Building, 85 E. 12th St.
- 45. Admissions Office, 262 College Ave.
- 63. Alumni House, 112 E. 12th St.
- 65. Arcadian House, 109 E. 13th St.
- 30. Art Department, 174 E. 8th St.
- 14. Beck Cottage, 130 E. 12th St.
- 25. Belt Cottage, 130 E. 9th St.
- 26. Biology Annex, 129 E. 10th St.
- 16. Biology Dept., Peale Center
- 21. Black Student House, 126 E. 10th St.
- 54. Bookstore, De Witt Cultural Center
- 60. Bouma Cottage, 295 College Ave.
- 4. Boyd Cottage, 103 E. 10th St.
- 45. Brumler House, 106 E. 13th St.
- 51. Business Office, Van Raalte Hall
- 45. Carnegie-Schouten Gymnasium, Pine Grove
- 11. Centennial Cottage, 275 Central Ave.
- 62. Centurian House, 86 E. 12th St.
- 16. Chemistry Dept., Peale Center
- 45. College Relations Office, Van Raalte Hall
- 71. Communication Dept., Lubbers Hall
- 66. Cosmopolitan Hall, 109 E. 13th St.
- 64. Crispell Cottage, 118 E. 12th St.
- 45. Dean of Students Office, Van Raalte Hall
- 4. De Pree Cottage, 254 College Ave.
- 45. Development Office, Van Raalte Hall
- 54. De Witt Student and Cultural Center, 141 E. 12th St.
- 47. Dinwiddie Memorial Chapel, 12th and College Ave.
- 17. Dosker Cottage, 419 E. 8th St.
- 22. Du Mez Cottage, 95 E. 8th St.
- 44. Durfee Hall, 110 E. 10th St.
- 28. Dykstra Hall, 144 E. 8th St.
- 40. Economics & Business Admin., Lubbers Hall
- 40. Education Dept., Voorhees Hall
- 68. Emersonian Hall, 118 E. 13th St.
- 45. English Dept., Van Raalte Hall
- 73. Field House, Van Raalte Athletic Field
- 41. Financial Aid Office, Van Raalte Hall
- 41. Foreign Languages Dept., Graves Hall

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Information about enrolled students – general welfare, health, counseling services.

Dean of Students

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Information on annuity investment opportunities, gifts, and bequests.

Office of Development

Foreign Study Programs

Director of International Education

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Summer Sessions

Information about admissions, fees, course offerings, etc. (Summer catalog printed in March)

Director of Summer Sessions

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Matters other than those previously specified.

The President

